

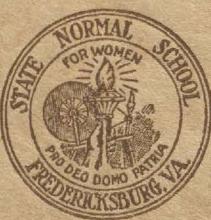
Vol. VI

JUNE, 1920

No. 2

## BULLETIN

OF THE

STATE NORMAL SCHOOL  
FREDERICKSBURG, VA.Ninth Annual Catalogue

CATALOGUE 1919-1920 :: ANNOUNCEMENTS 1920-1921

Published quarterly in January, April, June and October

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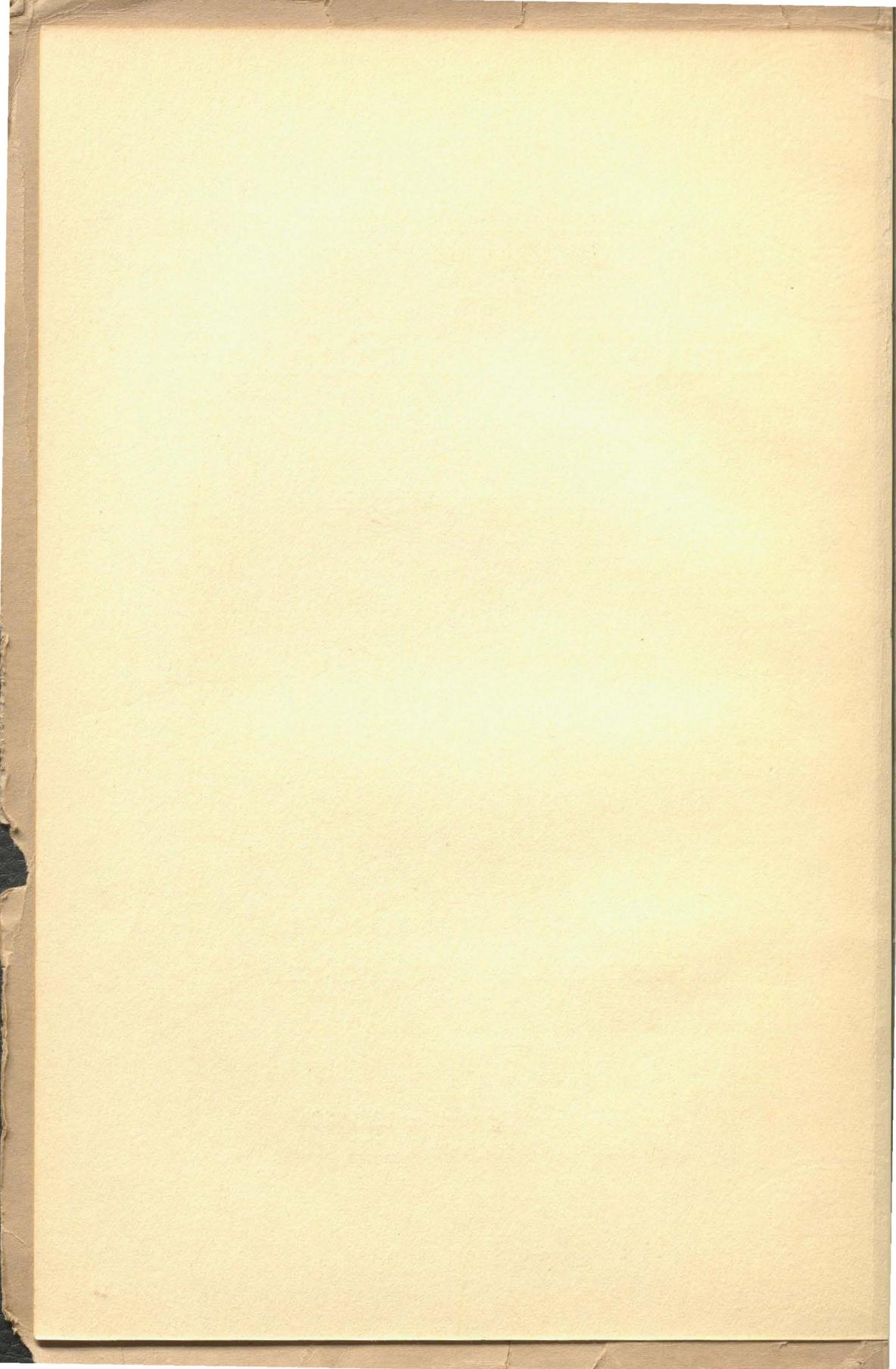
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Tenth Session Begins September 19, 1920

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Fredericksburg, Va., under the Act of August 24, 1912



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## A Teacher's Creed

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I believe in boys and girls, the men and women of a great to-morrow; that whatsoever the boy soweth the man shall reap.

I believe in the curse of ignorance, in the efficacy of schools, in the dignity of teaching and in the joy of serving others.

I believe in wisdom as revealed in human lives, as well as in the pages of a printed book; in lessons taught not so much by precept as by example; in ability to work with the hands as well as to think with the head; in everything that makes life large and lovely.

I believe in beauty in the schoolroom, in the home, in daily life, and in out of doors.

I believe in laughter, in love, in faith, in all ideals and distant hopes that lure us on.

I believe that every hour of every day we receive a just reward for all we are and all we do.

I believe in the present and its opportunities, in the future and its promises, and in the divine joy of living. Amen.

EDWIN OSGOOD GROVER.

# CALENDAR, 1920

## JANUARY

S	M	T	W	T	F	S
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## FEBRUARY

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## MARCH

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## JUNE

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# CALENDAR, 1920

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# 1921

## JANUARY

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## FEBRUARY

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## MARCH

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## APRIL

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## MAY

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## JUNE

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## Calendar 1920-21

School opens .....	Monday, September 13th
Registration Day (New Students) .....	Monday, September 13th
Registration Day (Old Students) .....	Tuesday, September 14th
Class Work begins .....	Wednesday, September 15th
First Quarter ends .....	Tuesday, December 7th
Second Quarter ends .....	Friday, March 15th
Third Quarter ends .....	Thursday, June 2nd
Thanksgiving Holiday .....	Thursday and Friday, November 25-26
Christmas Holiday .....	Tuesday (Noon), December 21st to Tuesday (A. M.), January 4th
Easter Holiday .....	Thursday (Noon), March 24th to March 28th, inclusive
School closes .....	Monday, June 6th
First Term (H. S.) ends .....	Friday, January 21st
First Report (H. S.) .....	Friday, November 12th
Third Report (H. S.) .....	Wednesday, March 23rd
First School Month ends .....	October 12th
Second School Month ends .....	November 9th
Third School Month ends .....	December 7th
Fourth School Month ends .....	January 15th
Fifth School Month ends .....	February 12th
Sixth School Month ends .....	March 12th
Seventh School Month ends .....	April 9th
Eighth School Month ends .....	May 7th
Ninth School Month ends .....	June 6th

### NOTES

The dormitory will be open for boarders and dinner will be served on Monday, September 13th. All new students, and those former students who are candidates for special examinations, will report to the Registrar on September 13th, so that they will be ready for special examinations September 18th.

Students returning late after holidays or leaving before holiday begins will lose in class standing. Only sickness or some great emergency is considered a valid excuse for absence from class work. Such excuses will be passed upon by the Registrar or Social Director. Such excuses will not be given except under very unusual circumstances.

Students may enter in the High-School Department at the beginning of either term, and in the Professional Department at the beginning of any quarter.

Reports will be mailed parents at the close of each quarter for the professional students and four times during the session for the high-school students.

The schedule of lectures for 1920-21 is printed separately, and will be adhered to strictly. Students are requested to note this schedule and to plan their work accordingly.

No reduction is made in board for temporary absence from the School. Absence due to sickness and extending over a week will be credited on board bill. Full credit is allowed for Christmas holiday, but no credit is allowed for other holidays.

## Virginia Normal School Board

---

V. R. SHACKELFORD, *President*, Orange, Va.  
R. S. CHAMBERLAYNE, Jr., Phenix, Va.  
E. O. LARRICK, Middletown, Va.  
GEO. L. TAYLOR, Big Stone Gap, Va.  
ALFRED G. PRESTON, Amsterdam, Va.  
DR. J. M. DEJARNETTE, Fredericksburg, Va.  
S. JAS. TURLINGTON, Accomac, Va.  
MISS BELLE WEBB, PRINCE GEORGE, VA.  
D. D. HULL, Jr., Roanoke, Va.  
MERRITT T. COOKE, 423 W. Bute St., Norfolk, Va.  
W. C. LOCKER, 805 E. Marshall St., Richmond, Va.  
GEORGE M. WARREN, Bristol, Va.  
GOV. WESTMORELAND DAVIS, *Ex-Officio*  
HARRIS HART, *Superintendent Public Instruction*, Richmond, Va.  
ROBERT T. BROCK, *Secretary-Auditor*, Farmville, Va.

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### EXECUTIVE COMMITTEE

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### FINANCE COMMITTEE

MESSRS. PRESTON, CHAMBERLAYNE, AND DEJARNETTE

### INSURANCE COMMITTEE

D. D. HULL

# FACULTY

Session 1920-1921

The order of names has no special significance.

## A. B. CHANDLER, JR., B. A., M. A.

### PRESIDENT

Preparatory Education in Virginia Midland and Bowling Green Academies; B. A. and M. A., University of Virginia; Teacher in Locust Dale Academy; Miss Ellett's School for Girls; Special Student in Law, Washington and Lee University; Principal Clifton Forge Graded and High School; Principal in Richmond Public Schools; Professor English in Virginia Mechanics' Institute; Conductor of State Summer School at Fredericksburg; State School Examiner; Author Virginia Supplement to Frye's Grammar School Geography; Editor of School Page of *News-Leader*; Dean Fredericksburg State Normal School, 1911-1919; Co-Editor *Virginia Journal of Education*, 1918-1919; President Fredericksburg State Normal, May, 1919—.

## BUNYAN Y. TYNER, B. A., M. A.

### EDUCATION

Preparatory Education in Buiies Creek Academy and Business College, North Carolina; B. A., Wake Forest College; M. A., Columbia University, with Special Diploma in Education, Teachers' College; Teacher in Public Schools of North Carolina; Instructor in Buiies Creek Academy Summer School; Principal the Wingate High School of North Carolina; Graduate Student, Teachers' College, Columbia University, Summer Session, 1919; Fredericksburg State Normal School, 1912—.

## W. N. HAMLET, C. E.

### MATHEMATICS AND SCIENCE

Educated in Public Schools of Lynchburg; C. E. of V. M. I.; Special Courses in Science and Mathematics at University of Virginia and Cornell; Principal of Public High Schools at Ashland, Va., and Lonoke, Ark.; Instructor in Science in State Summer Schools; Assistant Principal John Marshall High School, Richmond, Va., and Head of Science Department in same; Professor of Analytical Chemistry in Department of Pharmacy, Medical College, Richmond, Va.; Director Analytical Chemistry in the Medical Department of the Medical College, Richmond, Va.; Fredericksburg State Normal School, 1911—.

## WALTER JORSENSEN YOUNG, A. B., A. M., Ph. D.

### BIOLOGY, GEOGRAPHY, EDUCATION

A. B., Richmond College, 1907; A. M., 1910; Ph. D., 1911, University of Pennsylvania; Graduate Student, Summer Session, Columbia University, 1911; Summer Session, University of Pennsylvania School of Education, 1913; Professor of Biology, Psychology and Philosophy, Hampden-Sidney Col-

lege, Virginia, 1911-13; Professor of Philosophy and Education, Richmond College, Va., 1913-18; Supervisor of City Schools, Suffolk, Va., 1918-19; Professor of Education, Summer Session, Harrisonburg State Normal School, 1918; Principal of Summer School, Suffolk, Va., 1919; Fredericksburg State Normal School, 1919—.

### ROY S. COOK, B. S., M. S.

#### ASSISTANT IN SCIENCE AND MATHEMATICS

Preparatory Education at Miller School, Miller School, Va.; B. S. and M. S., University of Virginia; Instructor in Science and Mathematics, Charlottesville High School; Principal of High School, Accomac, Va.; Fredericksburg State Normal School, 1916-1918; With A. E. F., 1918-1919; Fredericksburg State Normal School, 1919—.

### J. H. CHILES

#### ASSISTANT IN MATHEMATICS

Preparatory Education in Public and Private Schools of Virginia; Graduate of V. M. I.; Teacher in Private Schools of Arkansas and Virginia; Associate President of Tennessee Female College, Franklin, Tennessee; Principal of Somerset High School, Virginia; Division Superintendent of Schools, Spotsylvania County, Virginia; Vice-President S. T. A., District A, 1920—; Fredericksburg State Normal School, 1917—.

### MARY M. REED, B. S.

#### TRAINING SCHOOL SUPERVISOR

Graduate State Normal School, Lock Haven, Pa.; B. S. Teachers' College, Columbia University with Special Diplomas in Supervision; Harvard University and University of Michigan Summer Schools; Supervisor in Junior High School, Kansas State Teachers' College, Emporia; Supervisor of Training School, Salem, Mass.; Director of Training School, Gorham, Maine; Primary Supervisor Trenton Normal, New Jersey; Fredericksburg State Normal School, 1919—.

### LOTTIE AOEL ROBERTS, A. B., B. S.

#### HIGH SCHOOL SUPERVISOR AND GRAMMAR GRADE METHODS

Graduate of the University of Missouri with A. B. and B. S. in Education; Teacher in Rural Schools of Schuyler County, Missouri; Teacher of Elementary Grades, Lancaster, Missouri; Teacher of Normal Training, Agriculture, and Household Arts in High Schools of Missouri; Teacher of Methods and Educational Psychology in Summer School, Culver, Stockton College, Canton, Missouri; High School Supervisor and Teacher of Grammar Grade Methods, State Normal School, Fredericksburg, 1919—.

### MARIE WALTERS

#### DIRECTOR OF HOUSEHOLD ARTS DEPARTMENT

Preparatory Education in the Public Schools of Chicago Heights, Illinois; Graduate of the Thomas Normal Training School, Detroit, Michigan, in Household Arts; University of Chicago; Teacher in Public Schools, Manteno, Illinois; Director of Household Arts Department in the Young Women's Christian Association, Aurora, Illinois; Supervisor of Household

Arts in the Public Schools of Clearwater, Florida and Dolton, Illinois; Director of Household Arts in the High School of Iron Mountain, Michigan; Director of Household Arts Department, Fredericksburg State Normal, 1918—.

GRACE K. TANNER, A. B.

ASSISTANT IN HOUSEHOLD ARTS

A. B., Fredericksburg College, 1914; Graduate Fredericksburg State Normal, 1915; Teacher Household Arts, Cape Charles High School, 1915-16; Special Student Household Arts, Teachers' College, Summer 1917; Ind. Arts Graduate, Fredericksburg Normal, 1918; University of Virginia S. S., 1918; Assistant Household Arts, Fredericksburg State Normal, 1916—.

EULA D. ATKINSON

RURAL ARTS

Graduate State Normal School, Florence, Ala.; Teachers' College, Columbia University; Chicago University Summer School; Supervisor of Training School of State Normal School, Jacksonville, Ala.; Supervisor of Rural Schools, Calhoun County, Alabama; Department of Rural Schools, Illinois Normal University, Normal, Ill.; Department of Rural Schools, Salem College, Salem, W. Va.; Peabody Summer School, 1919; Fredericksburg State Normal School, 1914—.

CHARLOTTE ROSS PEOPLES, A. B.

ENGLISH

Graduate of the Central Michigan Normal, and A. B. of the University of Michigan; experience in the Public Schools of Michigan; Instructor in English and History and Principal of the High School, Mancelona, Mich.; Principal of the Benzie County Normal, Frankfort, Mich.; Fredericksburg State Normal School, 1914—.

MIRIAM HANSFORD PERRIN

ASSISTANT IN ENGLISH

Graduate John Marshall High School, 1914; Fredericksburg State Normal School, 1916; Teacher of English and History, Bowling Green High School, 1916-1918; Assistant Principal and Teacher of English and History, Ashland High School, 1918-19; Special Student of English and History, Columbia University, Summer, 1918; Special Student of English, Peabody College, Summer School, 1919; Assistant in English, Fredericksburg State Normal School, 1919—.

ETHEL BLACK, B. A., M. A.

LATIN AND MODERN LANGUAGES

Preparatory Education in Public Schools of Norfolk, Va.; B. A., Randolph-Macon Woman's College; Teacher in Statesville Female College, Statesville, N. C.; Instructor in Latin in Randolph-Macon Woman's College; Holder of Curtis Scholarship at Columbia University; M. A., Columbia University; Fredericksburg State Normal School, 1914—.

**GARLAND LEE STRAUGHAN****WRITING AND ASSISTANT IN LATIN**

Preparatory Education in Public Schools of Virginia; Graduate Fredericksburg State Normal School, 1918; Special Course in Locker System of Writing, Summer, 1918; Teachers' Certificate in Locker System of Writing; Teacher of Science in Fredericksburg Summer School, 1918; Teachers' College, Columbia University, Summer, 1919; Fredericksburg State Normal School, 1918-1920.

**MARGARET E. MATHIAS, B. S.****MANUAL TRAINING AND DRAWING**

B. S., Ohio State University; Commercial Art Experience, Marshal Field & Co., Chicago; High School Instructor, Logan, Ohio; Art Director, Edgeley, North Dakota; Postgraduate Work, Teachers' College, Columbia University; Fredericksburg State Normal School, 1919—.

**J. LOUISE LEWIS****ASSISTANT IN INDUSTRIAL ARTS**

Graduate Fredericksburg State Normal, 1915; Teacher Manual Arts, Glen Allen High School, 1915-16; Special Student Industrial Arts, Teachers' College, Summer 1917; Special Student in Fine and Industrial Arts, Teachers' College, Summers 1917 and 1918; Assistant in Industrial Arts, Fredericksburg State Normal, 1916—.

**CARRIE BELLE VAUGHAN, B. A.****HEAD DEPARTMENT OF HISTORY**

Educated in Schools of Hartsville, S. C.; Winthrop College; B. A., Columbia College; Special Work in English and History, University of Virginia; University of Chicago; Teacher in High School, Marshville, N. C.; Head Department of History, La Grange College, Georgia; Head Department of History, Fredericksburg State Normal School, 1919—.

**M. LOUISE NINDE****DIRECTOR PHYSICAL EDUCATION**

Graduate of Sargent School of Physical Education, Cambridge, Mass., 1916; Summer Course in Games and Outdoor Sports at Sargent Camp, Peterboro, New Hampshire, 1913-1916; Assistant Swimming Instructor, Sargent Camp, 1916; Physical Director, Radford State Normal, 1916-1919; Radford Summer School, 1916-1919; Fredericksburg State Normal School 1919—.

**ELIZABETH N. WILLIAMS****PUBLIC SCHOOL MUSIC**

Preparatory Education in the Public Schools of St. Louis; State Normal School, Terre Haute, Ind.; Cornell University, Ithaca, N. Y.; Piano, Prof. Max Beyer, St. Louis; Voice, Prof. Rudolf Heyne, Indianapolis, Ind.; Supervisor of Music, Elkhorn, Ind., Greenfield, Ind., Maysville, Ky.; Choir Director; Teachers' Institute Director; Director of Music of Fredericksburg State Normal School, 1919—.

**FREDERIC A. FRANKLIN**

**PIANO, VIOLIN, HARMONY**

Chicago Musical College; Private Pupil of Robert Braine, Springfield, Ohio, and John Bayer, New York City; taught two years in college work in the Southwest; thirteen years Musical Director of Fredericksburg College; since 1914 Proprietor and Director of the Fredericksburg School of Music; Composer and Arranger of much Educational Material for Piano, and Violin and Piano, including The Juvenile Violinist, Selected Classics for Violin and Piano, Operatic Album for Violin and Piano, etc.; Fredericksburg State Normal School, 1917—.

**NORA C. WILLIS**

**INSTRUCTOR IN INSTRUMENTAL MUSIC—PIANO**

Educated in Public School of Fredericksburg; Graduate in Piano, Harmony, and Theory of Music, Fredericksburg College; Pupil of Jacob Reinhart, Richmond; Piano Teacher in Williamson Presbyterian Academy; Piano Teacher in Woman's College, Richmond; Summer Work at Cornell University; Fredericksburg State Normal School, 1911—.

**CLARA M. CRAWFORD**

**LIBRARIAN**

Graduate Durham High School, 1909; Converse College, 1909-12; Assistant Durham Public Library, 1914-16; Graduate of Library School, Carnegie Library of Atlanta, 1918; Fredericksburg State Normal School, 1918—.

**ANNA P. STARKE, LITT. D.**

**SOCIAL DIRECTOR**

Special Student, Columbia University; Head Department of English, Soule College, Murfreesboro, Tenn.; Secretary to President, Winthrop Normal College, Rock Hill, S. C.; Principal Sherred Hall, Charleston, W. Va.; Head Department of English and Supervising Teacher, Belcourt Seminary, Washington, D. C.; Degree of Doctor of Literature from Woman's College, Richmond, Va.; Social Director, Fredericksburg State Normal School, 1919—.

**MRS. DALIA L. RUFF**

**ASSISTANT TO SOCIAL DIRECTOR AND TO THE REGISTRAR**

Educated in Public Schools of Virginia; State Normal School, Farmville, Va.; Teacher in Public Schools of Virginia, 1906-1911; Teacher in High Schools of North Carolina, 1911-1918; State Normal College, Greensboro, N. C.; Fredericksburg State Normal School, 1919—.

## Business and Home Departments

---

A. B. CHANDLER, JR.	President
MISS ELIZABETH F. CHESLEY	<i>Treasurer and Secretary to the President</i>
MISS ANNA P. STARKE	<i>Social Director</i>
MRS. JOHN RUFF	<i>Assistant to Social Director and to Registrar</i>
MRS. MARY M. MYERS	<i>Housekeeper</i>
DR. C. MASON SMITH	<i>School Physician</i>
MES. JOHN C. FERNEYHOUGH	<i>Bookkeeper</i>
MISS ANNIE G. CLARKE	<i>Postmistress</i>

## Faculty Committees 1919-1920

### COURSE OF STUDY

A. B. CHANDLER, JR. B. Y. TYNER, *Chairman* W. N. HAMLET  
LOTTIE A. ROBERTS

### PROGRAMS AND SCHEDULES

B. Y. TYNER W. N. HAMLET, *Chairman* A. B. CHANDLER, JR.

### DECORATIONS

LOUISE LEWIS MARGARET MATHIAS, *Chairman* MARIE WALTERS

### PUBLICATIONS

ETHEL BLACK W. J. YOUNG, *Chairman* LOTTIE A. ROBERTS

### ATHLETICS

ROY S. COOKE LOUISE NINDE, *Chairman* BLANCHE ROWE

### LIBRARY

MARY M. REED B. Y. TYNER, *Chairman* CLARA M. CRAWFORD

### STUDENT ACTIVITIES

ELIZABETH WILLIAMS CHARLOTTE R. PEOPLES, *Chairman* MARGARET MATHIAS

### Y. W. C. A.

LOTTIE ROBERTS MIRIAM PERRIN, *Chairman* GARLAND STRAUGHAN

### RUSSELL LITERARY SOCIETY

NORA C. WILLIS CARRIE BELLE VAUGHAN, *Chairman* MIRIAM PERRIN

### WOODROW WILSON LITERARY SOCIETY

ELIZABETH WILLIAMS EULA D. ATKINSON, *Chairman* ROY S. COOKE

### STUDENT GOVERNMENT

MRS. RUFF ANNA P. STARKE, *Chairman* B. Y. TYNER

## LYCEUM COMMITTEE

ANNA P. STARKE, *Chairman*

CARRIE BELLE VAUGHAN

LOUISE LEWIS

## COMMENCEMENT COMMITTEE

ANNA P. STARKE, *Chairman*

LOUISE LEWIS

MARY M. REED

MARGARET MATHIAS

MARIE WALTERS

GRACE K. TANNER

ELIZABETH WILLIAMS

## ALUMNÆ SERVICE BUREAU

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MRS. RUFF

LOUISE LEWIS

## EXTENSION BUREAU

W. J. YOUNG, *Chairman*

LOTTIE A. ROBERTS

W. N. HAMLET

Note. The President is ex-officio member of all committees.

# Fredericksburg Public Schools

By an arrangement between the two Boards of Trustees, the primary and grammar grades of the Fredericksburg Public Schools are used as the observation and training school for the State Normal School.

## Board of Trustees

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\*Resigned December, 1919. Place filled to end of session by Amelia Lankford, Graduate Fredericksburg State Normal School.

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SEVENTH GRADE

Private Schools; Summer School, Fredericksburg Normal

\*LEE HILL SCHOOL

MARIE JAMES, CRITIC TEACHER

Graduate Fredericksburg State Normal; Teacher in Rural Schools of Virginia

\*This is a two-teacher school. Another critic teacher will be added session  
1920-21.

\*Resigned December, 1919. Place filled to end of session by Eleanor Pender,  
Senior 1920 Class, Fredericksburg State Normal School.

# State Normal School For Women at Fredericksburg, Va.

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## HISTORY OF THE SCHOOL

The State Normal School for Women at Fredericksburg, Virginia, was established by Act of the General Assembly of Virginia of March 14, 1908. See Chapter 284 of the Acts of the Assembly of that year.

Each succeeding Legislature has made appropriations for maintenance and permanent improvements at this institution till now we have two large dormitories, a large and commodious Administration Building, a Faculty home, two Faculty cottages, a power plant and laundry building, and several other smaller auxiliary houses. Several members of the Faculty have built homes adjacent to the Campus.

The lawn has been made beautiful with grass and trees and shrubbery, and the driveways leading to the school have been graded and graveled. Concrete walk-ways extend across the lawn, around the buildings and to town.

Additional walk-ways will be added this summer, and other extensions provided for by the last Legislature will be made. Notice of these is given elsewhere in the Catalogue.

## THE PLACE OF A NORMAL SCHOOL IN A SCHEME OF EDUCATION

The idea is prevalent among some not in touch with the modern spirit of education and educational ideas that a classical education is all-sufficient for a successful teacher. This fact is due to the tardy recognition of the professional teacher.

The knowledge of the subject-matter is essential, but it is not the only essential. Of equal importance is knowledge of how to properly present that subject-matter. There are many excellent teachers of to-day who have never had the advantage of a normal-school education, but their success has been won in spite of that fact and not because of it.

The educational progress which has been made in Virginia during the past ten years through the progressive policies of the State Department of Education and the liberal legislative appropriations for public instruction has been nothing short of marvelous. This

educational awakening in the old Commonwealth amounts to a renaissance. Practical evidences of this most commendable progress are visible in every section of the State. This progress has been due to a number of coöperative influences and forces. Among these the most potent of all is the teacher herself. Under the new order of things the professional zeal and equipment of the teachers of Virginia have been greatly increased. Nor is it desired that this progress should cease. It is a truism that "as is the teacher, so is the school." However comfortable the school-house may be, however complete its equipment, the school itself will be a failure unless the teacher in charge is interested, able, enthusiastic, and professionally equipped for her duties of instruction and leadership.

It is a noteworthy fact also that during this period of educational progress the salaries of the teachers have considerably increased. There is a most insistent demand all over the State for professionally trained teachers. The best positions and the best salaries are open to the best-equipped teachers. No teacher of spirit and ambition should be willing to be a poor or mediocre teacher if it is possible for her to become a teacher of the first rank. There is always room at the top.

The principal function of a normal school should be twofold: first, to provide that type of instruction which will best prepare young women to become successful teachers in the public schools of the State; second, to give a healthy stimulus to all right impulses and to prepare young women for the responsible duties of home-makers. So that, whether a young woman wishes to become a teacher or not, the kind of training which a normal school should provide for her should be such as to produce culture, refinement, and a practical acquaintance with those domestic utilities which will best fit her for her sphere of influence in the home. The future generation of women in this Commonwealth will have more to do with determining the character of its future citizenship than any other influence. The happiness of the home will largely depend upon the ability of the young women of the State to meet the responsibilities of the home life. It is the duty and purpose of this school, therefore, always to have before it this double mission.

Reduced to its final analysis, a true conception of the philosophy of life teaches that success is measured by service. It shall be the business of this school, therefore, to prepare the young women entrusted to its charge for the highest type of service, whether in the schoolroom or in the home or in society. For the attainment of this end it is believed that the kind of education offered by a normal school of this character is best suited. Many arguments could be advanced to sustain this contention. It is sufficient to say that this fact is recognized the country over by educational experts.

The curriculum of a normal school should embrace instruction in three general fields: first, classical and cultural studies; second, science and methods of teaching; third, observation and practice teaching under trained experts.

The teacher must know the facts of the subjects which she is to teach, she should be well versed in the accepted methods of instruction in these subjects, and she must have practical experience in teaching under expert suggestions and criticisms before she is prepared unaided to take charge of a school and to teach and manage it successfully. It is the object of this school to meet fully all three of these conditions. A normal-school education, if it is anything, should be intensely practical. Theory and practice must go hand in hand. Education that is of most worth is that which prepares for the highest efficiency in citizenship. A school that sets a lower standard than this will never attain the highest ideals. Practical insight into many of the complex and perplexing problems of the civic life of the State and nation should form a part of a normal-school education. In this way the youth of the next generation who are to become the citizens of the republic can be prepared properly for the duties and responsibilities of useful citizenship.

The demand in Virginia for normal-school education has been most pronounced. The establishment by the State of this and other normal schools is evidence of this demand. Superintendents everywhere in the State are trying to secure normal-school graduates for their best schools. The demand exceeds the supply. In view of the ever-expanding practical utilities of our life it is essential that the course of study in this school should be sufficiently broad and strong to include manual training, domestic science, rural arts, and other phases of industrial education. A student should be prepared to help solve the many troublesome but practical problems of industrial life that will arise in the home, in the community, and in the State; in other words a normal-school graduate should mean more than a mere "school-marm." She should be interested in and acquainted with all of the practical problems of life, however remotely these may touch upon her vocation as a teacher. As Spencer says, "Education should prepare for complete living." The education which this school provides will aim, therefore, to prepare for this larger view of life and of service.

On its academic side instruction is given from the professional viewpoint. The purpose is not merely to teach the facts of the subject, but also to present these facts in such a way as to train the student to teach others.

Uppermost in the thought of this school will be the conception that the young women within its walls should be trained, not merely to occupy the best positions as teachers, but also to occupy with grace,

dignity, and intelligence their natural positions in the home circle. Consequently, the energies of this school will be focused as well upon those influences that contribute to the development and elevation of the home life as upon those which prepare specifically for the schoolroom. The school will render its greatest service to the State when its work accords with the life and environment of the student. To this end this school will work for bettering Virginia conditions and solving Virginia problems. That type of education and attitude which tends to create unrest and dissatisfaction with the local conditions of the students' home life is positively harmful. It shall be the aim of this school to educate the student in and for that life rather than away from it, to show how that life may be made most attractive, to beautify and enrich it, and to develop its latent forces into dynamic power for good.

#### LOCATION

The school property consists of more than sixty acres situated on the ridge known as Marye's Heights. The elevation of this tract is such as to give a commanding view of the city of Fredericksburg and the beautiful Rappahannock Valley for several miles in either direction. Six acres of this tract consist of a beautiful grove containing many varieties of our most attractive native trees. This offers a delightful park for the students.

The air is pure and wholesome and the grounds are sufficiently rolling to provide an ample natural system of drainage. The open territory is sufficient for out-of-door games and exercises and for demonstration use in connection with the rural arts department. The distance from the grounds to Washington Avenue, one of the principal residential streets of the city, is just one-half mile, thus making it altogether convenient for students in the city to attend the school. The grounds are connected with this street by a new driveway and cement walk. In the center of these grounds is a spring of clear and wholesome water which enjoys an enviable local reputation.

As rapidly as money can be obtained for the purpose the work of beautifying the property will be pushed, till finally it will stand as one of the most beautiful schools in our entire Southland. Already the road through the grove has been graded, and the east front has been opened and greatly improved. The campus itself has been leveled and sown to grass, and a concrete walkway to town has been constructed.

## THE CITY OF FREDERICKSBURG

Fredericksburg is situated on the fall line and is at the head of navigation of the Rappahannock River. Its population is about 6,000. No city of its size in America is richer in historic interest than Fredericksburg. It has interesting connections with all of the great wars since the formation of the republic. It is supported by its manufacturing interests and the large agricultural section which is tributary to it.

It is the main point on the Richmond, Fredericksburg and Potomac Railroad between Richmond and Alexandria, half way between Richmond and Washington, is the terminus of the narrow-gauge road between Fredericksburg and Orange and of the Maryland, Delaware and Virginia steamboat line between this city and Baltimore. It is therefore easily accessible to all points in the State east of the Blue Ridge Mountains.

The great Quebec-Miami International highway, which has been almost completed at a cost of many millions of dollars, passes through this city. Upon the completion this summer of the Richmond-Washington link of this highway, Fredericksburg will be connected with the capitals both of the State and of the Nation, not only by the best railway line in the State, but also by this beautiful driveway. Hundreds of tourists now visit the city every year and these undoubtedly will reach into the thousands upon the opening of this public highway.

In Fredericksburg are to be found the home of Washington and of his mother; of General Fielding Lewis; of General Hugh Mercer; the old house to which James Monroe held a pocket deed to qualify him for his seat in the House of Burgesses; the old Rising Sun Tavern, the resort of General Washington and many of his contemporaries; here Lafayette was entertained; here General Washington was made a Mason; here was the only home in America of John Paul Jones; here is the beautiful monolith, a duplicate in miniature of the Washington Monument, erected by the Nation during Cleveland's administration to the memory of Mary, the mother of Washington; here was fought the Battle of Fredericksburg during the War between the States. In fact the normal-school property itself was a part of this battleground.

But Fredericksburg is celebrated not alone for its historic interests. The city is an old, cultured, Christian community, and has always enjoyed a well-deserved reputation for hospitality. Its climate is ideal, and we know of no city that has a more favorable health record.

It is progressive in its government, and has enjoyed for some years the commission form of government. The city is favored with superior telegraph and telephone facilities, ample mail service, water supply, gas, electric lights, and all the usual city conveniences.

## BUILDINGS

The Virginia Normal School Board has named the old dormitory Frances Willard Hall and the new one Virginia Hall.

The buildings are large, convenient, and handsome, and are equipped with all modern conveniences for the comfort of the students and the work of the school. The dormitories are of the Ionic and Doric types of architecture and are the shape of the letter H. The students and several members of the faculty live in the buildings. Every student's room is well lighted and ventilated. In fact, there is no dark room in the building except a few rooms used exclusively for storage purposes.

A separate building has been constructed for the heating plant, storage tanks, the electric-light plant, and the laundry has been enlarged.

The first floor of one of the dormitories contains, besides a few bedrooms, the parlor, the dining-room, the pantry, and kitchen. The second and third stories of both dormitories contain sleeping apartments for the students exclusively.

The first floor of the other dormitory contains offices of the President and his Secretary, of the Registrar, of the Treasurer and Book-keeper, the library, the Y. W. C. A. room, and literary society halls.

The dining-room will seat about three hundred students, is beautifully lighted and in every respect most admirably fits the demand. The kitchen is just back of the dining-room, is large and equipped with every modern convenience.

On the second floor of each dormitory are rooms suitably equipped and set apart for use as an infirmary. These rooms are supplied with every necessary convenience, such as private baths, toilets, medicine chests, and hospital furniture.

These buildings are among the most artistic, modern, and thoroughly equipped dormitories in the South. The buildings are finished in pressed brick on cement foundation and are trimmed in Indiana sandstone. The floors of the porticoes are of cement and the columns of the porches are of beautiful classic types. The stairways are constructed of fireproof material. There are broad stairways at the ends of the buildings, thus minimizing the danger incident to fire.

Each student's room is finished in mission style. Each room can comfortably accommodate three persons, and is furnished with single iron beds, high-grade mattresses, and ample bedding. There are two large inlet wardrobes in each room. Every room has a stationary washstand with hot and cold water. The plumbing throughout the building is modern and sanitary. Each floor is provided with an abundance of tub and shower baths. The buildings are heated with steam and lighted with electricity.

The handsome and imposing Administration Building stands about fifty yards from each of the dormitories, and is in the shape of a Roman cross; it is of the Corinthian type of architecture. The class of material used in its construction is similar to that used in the dormitories.

In the basement are the swimming-pool, dressing-rooms, gymnasium, bench and metal department of Industrial Arts, carpenter room, and heating plant.

The first floor contains the rest-rooms for day students, the post-office and supply room, the departments of History, Modern Languages, English, Education, Geography, Sewing, Biology, Music, and other lecture rooms.

The second floor contains the departments of Household Arts, Chemistry, Physics, Industrial Arts, with laboratories for the various departments. A handsome auditorium, seating about 900 people, is also on the second floor.

This building is heated and ventilated by the most perfect heating and ventilating system known. The electric wiring in all buildings is by the conduit system, which is accepted as the safest and best.

#### SCHOOL EQUIPMENT

In the selection of equipment the management has kept in mind the needs of the institution and provided everything with reference to attractiveness and durability. The school has made wonderful progress in providing itself with furniture, equipment, and apparatus essential for good work. The Chemistry, Biology, and Physics laboratories are fully equipped at considerable cost with most modern laboratory tables and every apparatus necessary for efficient work in these departments. In fact, very few schools have so full and complete a science equipment necessary for the special instruction that the school is intended to offer.

The school is provided with the usual maps, charts, globes, pictures, and other aids to teachers and students.

In the industrial department every effort is made to provide the most helpful and up-to-date equipment.

The Industrial Arts Department occupies five large rooms excellently adapted for the work. This department is equipped with superior adjustable drawing tables, tables for various kinds of hand-work, clay modeling, bookbinding, and work benches for wood work, also tables for work in brass. The department has its own clay kiln. The department has abundant rooms for indoor work, and ample provision for school gardens and outdoor work of all kinds.

On the campus is a beautiful grove with a great variety of native trees. The campus is also noted for the remarkable number of birds

of almost every variety, and quite a colony of semi-tame squirrels. These, with the rolling nature of the grounds and the rural surroundings, constitute a natural equipment unsurpassed for this department.

All necessary equipment is provided in this department for the study of school gardening, home gardening, plants, trees, and insects; with ample apparatus for testing milk, seeds, and soils. Superior laboratory facilities are provided.

The school has built and equipped a hothouse for the use of this department.

Suitable yards for the scientific study of poultry have been provided.

The Household Arts Department occupies three rooms excellently arranged for its use. The sewing-room is supplied with the necessary chairs, tables, electric irons, models, machines, and other equipment.

The kitchen has the most modern tables, individual gas stoves, gas range, and necessary utensils. Extensions will be made in this department during the present summer.

The department is well supplied with storage rooms, and as needs arise equipment is secured.

The school is connected with the city system and uses the city gas.

Ample equipment, consisting of a large number of exhibits, a baloptican and slides, has been installed for use in the Department of Industrial and Commercial Geography.

Ample equipment for the Biological Department has been added. The department has all it needs for thorough work.

The school at present owns six pianos, all of which are used in the Department of Music, except one that is used in the gymnasium.

For lectures in art and music appreciation and other illustrated lectures, the school owns an excellent electric lantern and a baloptican.

A moving-picture outfit has been purchased and subscription has been entered for a suitable film service.

The lecture rooms are mostly provided with tablet arm-chairs, but for the teaching of penmanship and for work requiring special care in writing some rooms are supplied with regular school desks.

In providing equipment every effort has been made to avoid extravagance and unnecessary expenditures, but, at the same time, recognizing the fact that no workman can do efficient work without sufficient and suitable tools, the school has endeavored and will endeavor to make the equipment sufficiently complete to insure the highest grade of work.

## LIBRARY

The library occupies a large room in the new dormitory, and is under the care of a trained librarian and a committee of the faculty. It is a well-selected, working library of over 4,000 volumes. On the shelves are found the very best reference books, works of classical literature, present-day fiction and current literature.

The tables are generously supplied with current periodicals, the best of the magazines, a number of daily papers, and a large number of county papers.

The committee exercises the best care in the selection of literature in the library, and the students are directed by the faculty in their reading.

In addition to the school library, which is being increased every year, the student body has access to the Wallace Library, an excellent public library in the city.

## GYMNASIUM

The gymnasium, located in the administration building, is large and well equipped with apparatus for use both in regular courses and in anthropometric examinations. Convenient to the gymnasium are the dressing-rooms, showers, and swimming-pool. In cold weather the water in the pool can be heated so that instruction in swimming as well as excellent exercise can be enjoyed at any time.

Gymnastic work is required of all students in the school, except those who are excused in writing by a practicing physician.

All work in Physical Education and Athletics is immediately under the control of the Physical Director.

A uniform costume for all gymnastic work is required. It consists of short, full bloomers of black, lusterless material, preferably a plaited model. With the bloomers is worn a middy with white collar and cuffs, black middy tie, and white tennis oxfords or shoes. The slippers may be ordered from any large shoe store or mail-order house or may be obtained in Fredericksburg. It is desired that students provide themselves with the above-described uniform before coming to the school. If this is not practicable, however, it can be secured at the school after entrance at as near cost as possible.

## ATHLETIC FIELD

Two hundred yards from the main buildings is the athletic field. This contains a cinder track, tennis and basket-ball courts, and baseball diamond, and is otherwise equipped with playground apparatus.

## ATHLETICS

Interest in various forms of athletics is encouraged. The school has a thriving Athletic Association, which is composed of practically the entire student body. Upon the payment of a small fee, membership cards are issued which serve as passes to all events given for the athletics fund.

Preparation for the games of the Interclass Basket-Ball series occupies a great part of the winter's recreation period. Each class has its own team and a series of six games is played, the champion team thus winning a certain number of points toward the trophy cup.

The Tennis Tournament is one of the most interesting events of the season. Practice begins as soon as spring arrives and continues until late in April, when the games are played.

Instruction is given the girls in field and track athletics, which culminates in the annual Field Day held early in May. The program is composed of such events as swimming, target shooting, standing and running broad jumps, fifty-yard dash, basket-ball, baseball, hurl ball and javelin far throw, low hurdle race, and shuttle, and all-up relays. The points won at this time, together with those due the classes for championship in basket-ball and tennis, and those won by taking a certain amount of daily outdoor exercise, determines the award of the trophy cup. In 1919 the Junior Class won this prize.

Girls who win fifteen points in athletics in one year are awarded a school monogram.

We believe that by encouraging girls to take an active part in both indoor and outdoor athletics we are not only improving their physical health, but are inculcating ideas of team work, fair play, and uprightness of character that will remain with them years after they have left the school.

## RURAL HIGH-SCHOOL CONTESTS

The Normal School, wishing to stimulate a wholesome interest in athletics for girls, offers its Athletic Field to high schools caring to use it as a common meeting place for inter-High-School Contests in match games in basket-ball or other events, such as running, broad jumping, etc.

## BASKET-BALL, TENNIS, ETC.

Basket-ball continues to be the most popular indoor game during the winter season. There was great rivalry the past session in the interclass games. Usually several games with out-of-town teams are played.

But tennis during the spring commands the center of the athletic stage, and the interclass series in this branch of sport are full of intense interest. Walking and other forms of outdoor exercise are also popular with many students. Strong efforts are made to interest every student in some form of out-of-door exercise, and every incentive is provided to insure systematic and sufficient exercise on the part of every student.

#### THE ATHLETIC TROPHY

The annual class contests for the silver trophy cup this year included the following events:

Basket-ball, tennis, walking, swimming, 50-yard dash, throwing the baseball, relay races, standing broad jump, low hurdle race, potato relay race, target shooting, shuttle relay race, three-legged race.

Work for the cup extended through the whole session, the interest reaching a climax in the spring, when Field Day took place. Field Day this year was May 28th and 29th. A great deal of interest and intense class rivalry was exhibited by all the students.

In connection with the Field Day program the May Queen was crowned. She in turn awarded monograms to the members of the basket-ball team and crowned the victors in the several athletic contests. The trophy cup was presented to the class winning the largest number of athletic events.

#### INSTRUMENTAL MUSIC

Special instruction is offered to students wishing to pursue the study of piano, violin or harmony. This department aims not only to build up its work in technique and interpretation, but especially to lay foundations for a musicianly appreciation and conception of the depth of beauty underlying the great art of piano-playing. Such music will be selected by the instructors as is adapted to the individual needs of the pupil. Each student is accountable to the instructors in this department for the tuition, said tuition to be paid in advance monthly, or by the term of three months, as the student may desire. The school is equipped with pianos for practice—periods for which will be assigned by the piano instructor. The terms will be made known on application. These classes are not counted for credit in the Normal School course of study, and the school has no interest in the fees charged.

### EXTENSION BUREAU

This Institution maintains an active Extension Bureau through which it offers its services to teachers in the field throughout the State. A definite program of extension activities has been worked out, the service is free, and all teachers are invited to use this service freely. Correspondence should be addressed to "Extension Bureau, State Normal School, Fredericksburg, Va."

### ALUMNÆ SERVICE BUREAU

In order to continually aid our former students, especially those who are still in the teaching profession, we have an Alumnae Service Bureau. Through this bureau we seek to keep track of our Alumnae and a record of their activities and to render them definite help in many ways. They are urged to get in correspondence with this bureau and ascertain the program of service undertaken.

### THE FACULTY

The school exercises the greatest care and discrimination in the selection of its faculty. The aim has been to select for each department persons professionally trained for the work. In addition to sound scholarship, practically all of the members of the faculty are in touch with the educational needs of the State, and in thorough accord with the system of public education. They have all had experience in some phase of educational work. A teacher thus equipped has incalculable advantage over the mere theorist without practical experience.

Every member of the faculty teaches with a view, not only to teach the student, but to teach the student how to teach others.

### TEXT-BOOKS

Students may find it advisable to bring with them a few good text-books that they may already have. All text-books and students' supplies used in the school are kept in the Supply Room, and sold to the students as nearly at cost as possible.

In order to avoid making mistakes, students should not buy such text-books before reaching the school. There is no compulsion about buying at the Supply Room, as this is kept purely as a matter of convenience to the students and not for the purpose of making money.

All books and materials sold in the Supply Room must be paid for in cash. Parents are asked to take note of this. Requests are often made for Supply Room purchases to be charged on account, but this is against the policy of the school.

## MAIL SERVICE

The school is equipped with an up-to-date post-office outfit. There are two city deliveries a day, and the mail is delivered to the students at the post-office window at certain hours. Those who may desire it can rent a box at a nominal cost.

## TRAINING SCHOOL FACILITIES

The Training School is a necessary adjunct of every normal school. It is a practical workshop and educational laboratory, being to the student of educational method what the laboratory is to the student of science. The student teacher finds in the training school opportunity to study child nature, to observe correct methods in teaching, and to have practice work in actual teaching. She here applies educational principles to a proper development of the children to be taught. It is necessary in the training school to teach children and to train student teachers, and through the real development of the child the student gains most help in her own development as a teacher. In no other way can practice teaching lead to independent progressive teaching ability that will give the student teacher the power to adapt herself to the needs of any public school. With this in view the Normal School has made provision for the training of teachers in both the city and rural schools.

Through an arrangement with the City School Board, the Fredericksburg Elementary School is used as one of the training schools. This school is housed in a modern and commodious brick building. Here the teacher has an opportunity to become familiar with the more complex heating, lighting, and ventilating systems incident to a large school plant in which several hundred children are cared for.

Every effort is made, through the coöperation of the Normal School and the City School Board, to raise the standard of excellence of the Training School so that it will be a model school in all of its departments. Most gratifying progress has been made in this direction during the past few years. It is being insisted upon more and more that every teacher in the school be one of satisfactory professional equipment and successful experience. Ideal conditions are hoped for only to the extent that may reasonably be expected through skilled teachers, handling school work in accord with the best methods and based upon good educational theory and sound educational principles. The use of the public schools as training schools offers practice in actual teaching under real conditions, in many ways similar to those under which the student teacher is likely to do her teaching after graduation.

*Rural School Teaching* is also provided for in both primary and grammar grades in a typical two-room school in Spotsylvania County

a few miles from the Normal School. So far as practicable, students who will likely teach in rural or small urban schools are given practice teaching in both the city training school and in the rural school provided for this purpose.

For two quarters of twelve weeks each, the teaching Seniors largely have charge of the work in the training schools under the close supervision of the supervisors, and the critic teachers of their respective grades. Plans of the lessons to be taught are submitted by student teachers for correction and approval before they are taught. The responsibility for the discipline and the class work is thrown upon the student teacher so far as consistent with the time to be used and the best interests of the children being taught.

The Juniors preparing for high school work do their observation at the Normal School, and the high school Seniors similarly do their practice teaching at the Normal under expert direction, supervision, and criticism.

As a prerequisite for graduation all candidates for diplomas must show evidence of ability to teach. Applicants for practice teaching must furnish satisfactory proof that they have the necessary academic requirements, and must have had classes in educational principles and methods of teaching school subjects. Our final estimate of a student teacher represents her ability as a woman and as a teacher to train children. She must show evidence of good scholarship, ability to present school work and to discipline a schoolroom, and a right attitude toward the serious work of training children.

#### RURAL SCHOOL OBSERVATION

In addition to the training school facilities indicated above, the Normal School makes provision for the Seniors to observe in several of the rural schools in the adjacent counties. An opportunity is given for an insight, therefore, into the working conditions of practically every type of school from the one and two-room school up through the consolidated rural school to the more complex graded city school.

#### EXCURSIONS

The Normal is within easy reach of the scenes of four of the great battles of the War between the States—the Battle of Fredericksburg, Chancellorsville, Spottsylvania, and the Wilderness.

Frequent excursions can be made to these battle-grounds by various classes, and there they have the opportunity to study on the field the plan of battle.

Several excursions are made by various classes and parties under the care of members of the faculty to Richmond and to Washington. These trips are helpful, interesting, and instructive.

Few cities offer more places of historic and educational interest to the student than Richmond.

Washington, of course, with its magnificent museums, art galleries, government buildings, and countless other places of interest, is conceded to be one of the most educative cities in the world.

### LECTURES AND ENTERTAINMENTS

Reception to Faculty and Students, by Y. W. C. A.  
Address on Y. W. C. A. Work, by Miss Heller, Student Secretary.  
Address by Mrs. Butler, on South America.  
Reception to the people of Fredericksburg.  
Violin Recital, Miss Irma Seydel.  
Address, "Africa," by Mrs. F. H. Robinson.  
Y. W. C. A. Hallowe'en Party.  
Illustrated Lecture on Alaska, by Mr. Edgar C. Raine.  
Anti-Suffrage Lecture, by Miss Charlotte Rowe, of New York.  
Pro-Suffrage Lecture, by Mrs. Kate Langley Bosher, of Richmond, Virginia.  
White Gift Service, Y. W. C. A.  
Pageant, "United Fellowship," Y. W. C. A.  
Christmas Pageant, Woodrow Wilson Literary Society.  
Christmas Tree for the Poor of Fredericksburg, Y. W. C. A.  
Series of Lectures on Social Morality, by Dr. Mary R. Noble.  
Hawaiian Quartette.  
Lecture, "Historical Fredericksburg," by Judge John T. Goolrick.  
Dr. Kate Waller Barrett, in "After the War, What?"  
Lecture in Eugenics, Dr. Greer Baughman.  
Surprise Party, for the School.  
Lecture, "Facts and Quacks in Medicine," Dr. E. C. L. Miller.  
Musical Program, Senior Class.  
Comedy, "A Modern Cinderella," Y. W. C. A.  
Joint Meeting, Woodrow Wilson and Russell Literary Societies.  
Tournament, Physical Culture Class.  
Junior-Senior Reception.  
May Queen Festival.  
Concert, Glee Club.  
Piano Recital, Music Class.  
Play, "The Princess Kiku," Dramatic Club.  
Field Day, Athletic Association.  
Alumnæ Banquet.  
Baccalaureate Sermon, Dr. Walter L. Lingle, Richmond, Va.  
Commencement Address, Dr. P. P. Claxton, U. S. Commissioner of Education, Washington, D. C.

### THE RELIGIOUS LIFE OF THE STUDENTS

The students have the privilege of attending the church which they prefer. There are Baptist, Methodist, Presbyterian, Episcopal, Christian, and Catholic churches in Fredericksburg. The students also attend Sunday school at the various churches, and have an opportunity to meet the religious leaders of the city and to identify themselves with the religious work.

In the regular school day there is a period of twenty minutes set aside for chapel exercises. These services are conducted by some member of the faculty, aided by the classes, and consist largely of discussions of religious topics, singing, scripture reading, and prayer.

### YOUNG WOMEN'S CHRISTIAN ASSOCIATION

Purpose—"To unite the girls of the institution in loyalty to Jesus; to teach them to accept Him as their personal Savior; to build them up in the knowledge of Christ that their character may be consonant with their belief."

This organization plays an important part in the religious life of the students. It is interdenominational and, as the purpose stated above indicates, serves to develop the spiritual life of the girl. It gives her an opportunity to express herself in Christian service, to take her stand for high standards among the students, and to secure training for future leadership. The association makes a strong appeal to the students, and their interest manifests itself along various lines, the names of about ninety-six per cent of the students appearing on the Y. W. C. A. roll for 1919-20. During the summer the membership committee writes friendly letters to all prospective students and helps them in every possible way to become adjusted to the school life when they arrive in the fall.

During the year just past, devotional meetings of the Y. W. C. A. have been held weekly. Some of these meetings have been conducted by the students themselves, others have had a student leader, but a speaker from the outside, sometimes a minister from the town, a member of the faculty, or a visitor is secured. The meetings have been unusually well attended, the topics live and the music good. Special programs were arranged for special days, as Thanksgiving, Christmas, and Easter. In the meetings this year special stress was placed on World Fellowship. The campaign which was started in the fall and continued through the winter was purely educational in its nature until February when the financial appeal was made. The response was splendid and the funds will go in with the funds of the other State Normals to support a coöperative secretaryship in a foreign field. The World Fellowship Pageant was given to show the mem-

bers in pictorial form the needs of the nations. Numbers of speakers, who had seen service in foreign fields, were secured and they helped the students to glimpse the great needs of women in other countries.

During the spring and fall, morning watch has been observed each day fifteen minutes before breakfast; during the winter vesper services were held fifteen minutes before supper. These services were simple in character, consisting of hymns, Bible study, and prayer. They were conducted by the students, and through them the students had an opportunity for growth in spirituality and service.

The Bible Study Committee organized the Bible classes in different churches in town this year. At one, a training class for teachers was arranged to run through the year in order that advanced students might be prepared for future Sunday-school teachers. In the spring term some of the classes dropped Bible Study to take up World Fellowship. The Bible Study Committee had as its aim every student enrolled in Sunday School.

For the first time in the history of the Association a Student Volunteer Band was organized. The Band was led by one of the members of the Advisory Committee, who is a volunteer for foreign service. Under her leadership the band was increased from one or two volunteers to eleven.

The Social Service Committee has connected the work of the school association with that of the social service committees of the town. This committee has sent teachers regularly to the mission schools of the city. At Thanksgiving a White Gift Service was held, and the offering made provided Thanksgiving baskets for a number of needy families. Before the Christmas holidays a special Carol Service was held and Christmas stockings donated for needy children in the town. Flowers have been sent to the sick, visits made to the hospital, and contributions made to relieve needy cases which have been reported.

The Social Committee endeavors to promote friendship and good fellowship among the students in every possible way, as well as to assist individuals who may not have developed their social natures. To this end a number of parties and social gatherings were planned. During the session two parties were given to the entire membership and to the School. During the winter months the Social Committee planned numbers of most enjoyable social hours in the parlors just before supper. Coöoperating with the Social Committee, the Finance Committee gave the play, "A Modern Cinderella," to raise money to send delegates to the conference at Blue Ridge.

The Cabinet for the coming year, 1920-21, is strong and efficient and the prospects are bright for the most successful year in the history of the Young Woman's Christian Association.

The officers elected for the session 1920-21 are:

President—Cora Vaughan.

Vice-President—Cornelia Hogg.

Secretary—Josephine Freeman.

Treasurer—Elsie Keffer.

Faculty Advisory Committee—Miss Miriam H. Perrin, Chairman; Miss Lottie A. Roberts, Miss Garland Straughan.

### HEALTH OF THE STUDENTS

Special precautions are taken to provide for and promote the health of the students. We realize that no satisfactory work can be done by a student whose body is not strong and healthy. Students are encouraged to engage in regular out-of-door games and exercises, and to take long walking trips.

All students receive the very best medical attention. The school is provided with an Infirmary, where suitable facilities are furnished for the care, comfort, and treatment of the sick. One of the leading physicians of the city is the regular physician to the school. He visits the school every day and reports to the President of the institution all cases of sickness. He is at the call of the school at any hour when needed. Whenever necessary the best trained nurses are provided. The school bears all expenses of medical attention and nursing, except in cases of special private nursing, of special operations, and epidemics. The President will promptly inform parents of the illness of their daughters.

### DAY STUDENTS

The proximity of the school to the city of Fredericksburg makes it perfectly feasible for students living in the city to attend as day students. Students at a distance who wish to board with friends or relatives in the city may do so and be received as day students.

The school does not assume any responsibility for boarding arrangements or home discipline of students who do not live in the dormitories. Day students, of course, will be subjected to the same school regulations as boarding students. Day students have at the school comfortable places in which they may study between classes or eat their lunch during school intermission. A special room in Russell Hall has been fitted up and set apart for this purpose.

The number enrolled during the past session was exceedingly gratifying. The President of the school will gladly assist parents who wish to make arrangements for boarding their daughters in the city.

### STATE SCHOLARSHIPS

The State offers scholarships for all young women who have taught, or expect to teach, in the public schools of Virginia. These scholarships entitle the holders to free tuition.

In accepting the scholarship the student who has not taught promises to teach in the public schools of Virginia two sessions.

Applications for State scholarships should be endorsed by the Superintendent of the division in which the applicant lives.

### SPECIAL SCHOLARSHIPS

The Young Women's Christian Association of the school has established a special scholarship valued at \$50.00. This amount will be advanced to some worthy student as a loan to be paid back after the student becomes a teacher, when it will again be loaned to another, thus perpetuating the scholarship.

Through the influence of the late Mrs. T. S. Boore, of Spotsylvania County, \$250.00 has been given the school to establish a scholarship of \$50.00 a year running for five years.

The Matthew Fontaine Maury Scholarship Loan Fund is a memorial to Commodore Maury, who was born in Spotsylvania County, near Fredericksburg. The money is loaned on the personal note of the student receiving it, bears no interest, and is payable at the convenience of the borrower. The applicant must be the lineal descendant of a Confederate veteran. The value of this scholarship is \$150.00 a year.

The Virginia Division Scholarship, U. D. C., is given by the Virginia Division, U. D. C., to graduates of first grade Virginia high schools. Such graduates, to be eligible, must be lineal descendants of Confederate veterans, but may register from any county in the State. Value, \$135.

These two scholarships will be open for the session 1921-22.

Other organizations and persons are interested in establishing additional scholarships, which will be announced as their plans mature.

### STUDENT LOAN FUND

The School has accumulated through successive Legislative appropriations quite a large special loan fund. This fund is available to any worthy student, not exceeding \$100.00 to a single student, who may desire it. The School is now in a position to offer this financial aid probably to every student who may make application. The loan bears 4 per cent interest. Those desiring this aid should make application to the President of the School.

### STUDENT AID FUND

This fund consists of donations made to the school to help worthy students. The money is loaned to the students upon the same terms as money from the Student Loan Fund. The fund now amounts to about \$400.00. The President of the school will be glad to receive any gifts from those who may be interested in the matter of assisting worthy young women in securing an education.

### EMPLOYMENT SCHOLARSHIPS

It is the desire of the school, as far as possible, to aid all worthy students in securing an education. To this end the school offers employment scholarships to as many students as possible. This employment consists of light work in the dining-room.

During the session of 1919-20 about thirty young women availed themselves of this opportunity and materially reduced their expenses. Other employment is offered a few in the library. In this way students, without loss of dignity or social caste, or serious interference with their school work, are able, if sufficiently industrious and energetic, to help pay their way through the school. Our experience has been that the demand for assistance of this character has been much in excess of our ability to supply it. Students, therefore, who wish such employment should make application at the earliest possible moment. These scholarships are worth \$110.00 per session.

The President of the school will gladly do what he can to make it possible for worthy young women of limited means to attend. He will also be glad to correspond with any persons, or organizations, interested in the matter of establishing a scholarship, or other aid fund to assist in the education of worthy young women.

### COMMENCEMENT

The exercises in connection with commencement are extremely interesting and important. They consist of commencement sermon, baccalaureate address, class-day exercises, alumnae meeting, announcements, and delivery of diplomas. Every student is expected to remain at the school through the commencement exercises, and is required to do so unless excused by the President of the school.

### LITERARY SOCIETIES

The students have two literary societies, which meet weekly. A large per cent of the students are members, and it is the policy of the school to urge every girl to ally herself with this work. A strong

effort is made to conduct the work of the societies along other than stereotyped lines, and to give fresh life and interest to the program every week. These societies have proven very helpful during the past session.

### HOME LIFE

The Normal School is a large home within itself. There is an air of home-like freedom and a delightful feeling of sympathetic relationship existing between students and faculty. As a rule the personnel of the student body is high. They are representatives from homes of culture and refinement. Their home and social life here is under the direction of a Christian woman of great experience in such a position. She, as Social Director, will give all permits except those of an unusual character. The students are universally respectful, obedient, and considerate in the recognition of the feelings and rights of all. They enjoy our confidence, and very few fixed rules have been found necessary for the government of the school. Our students are young women who know what is right; we expect them to live accordingly and are rarely disappointed in this expectation. If, however, any student through indifference, or lack of judgment, should prove unworthy of this confidence in her, the school will throw around her such restraining influences as may seem necessary, and, should the general good require it, the President will confer with parents or guardians with reference thereto, or the student will be dismissed from the school.

For the social life of the students the school furnishes frequent entertainments, receptions, and public gatherings. There are various opportunities for young women to develop this side of life so far as their school work will permit. The ladies of the city through churches, Sunday schools, and other organizations happily contribute to the pleasure of the students. The students themselves have various class organizations and special school clubs.

### DISCIPLINE

Students are permitted as much freedom in their movements and intercourse as is consistent with propriety and the work which they have assumed. Few fixed rules are made, but those which are made are uniformly and rigidly enforced.

The attention of parents is especially directed to the importance of coöoperating with the school in the matter of securing the attendance of the students on the classes. Students are not excused from class attendance except for sickness or illness in the family or some other urgent emergency. It is hoped, therefore, that parents will not

make request for students to be absent from their class work except for the reasons given above. It is understood that the parents agree, when their daughters enter this institution, that they shall live and be under the control of the school regulations. We do not desire to have in the school students whose parents are out of sympathy with the rules of the school. The disciplinary life of the students is under the control of a joint Faculty and Student Government Committee. The President of the school acts in an advisory capacity.

It is against the policy of the School to permit students to leave at any time for a visit home or elsewhere without a request for such visit made by the parent to the Social Director.

### STUDENT GOVERNMENT

For six sessions this school has had student government. The regulation of the students is left largely in the hands of the Student Government Association, under the advice and counsel of the President of the school and a faculty committee. This system has met the hearty approval and coöperation of the student body, and the association has administered its duties during the past session with such rare good judgment and fairness as to win the approval of school officials and students alike. The system will be continued next session.

The following were the officers the past session:

#### OFFICERS STUDENT GOVERNMENT ASSOCIATION FOR 1919-20

President—Mabel Glenn.

First Vice-President—Louise Luck.

Second Vice-President—Juliet Ware.

Secretary—Margaret Dudley.

### OFFICES HELD BY STUDENTS

The following regulations in regard to offices held by students will obtain for next session:

1. Offices held by students shall be valued by percentage.
2. No student shall hold offices amounting to more than 100%. If nominated for a second office which would make her rating more than 100% she may resign or withdraw, but not hold two offices.
3. Students making an average below 80% shall be ineligible for any office.
4. Nominees for offices shall be members of regular classes.
5. The approval of the Student Activities Committee is required for all entertainments given by school organizations.

6. The assignment of parts in any school activity shall be subject to the following scholarship regulations:

(a) No student having a failure in the preceding quarter, or an entrance condition to be removed, shall be allowed to take part in any school activity, such as plays, athletics, committee work, etc.

(b) The president of every organization shall submit to the chairman of the Student Activities Committee not later than one week before preparation for any entertainment a statement from the Dean's office, certifying the eligibility of all engaged in the entertainment.

7. Each additional five periods of class work above twenty-five shall be valued at 10%, the same to be deducted from the 100% allowed each student.

The percentage of students serving in the dining-room, library, supply-room, etc., shall be decided by the committee.

8. The Student Activities Committee may at any time make exceptions to these rulings, or remove any student from office for unsatisfactory conduct or work.

9. That the system of rating will be made known to the students and will be kept posted.

#### STUDENTS' DRESSES

There is no necessity for, and this school distinctly discourages, the wearing either of costly or gaudy clothing. Neat, simple, inexpensive dresses fully meet all requirements. Especially to be avoided is the appearance by students in public wearing extreme styles in dress. Simplicity and modesty should characterize the dress of all students.

The entire student body is required to wear simple, white dresses whenever appearing as a body during Commencement Week.

Members of the graduating class are strongly advised to have Commencement dresses simple in design, made of cotton material, such as organdy, batiste, etc., and whose material costs not exceeding \$15.00 in any case.

#### STUDENTS' PLEDGE

Every student at this Institution is expected at the beginning of the session to subscribe to the following pledge:

"I do hereby agree, while a student in the Fredericksburg State Normal School, to comply cheerfully with all its regulations in all particulars; and I agree not to deface or injure, by writing or other-

wise, any of its furniture, books, walls, or other property. If I should accidentally do damage to any property of the School, I agree to report it promptly to the Social Director or the President, and I agree that such damage shall be assessed and that I will pay for same.

### VISITORS

The school at present has very limited accommodations for entertaining social visitors. A charge of \$1.00 a day will be made for all guests entertained in the dormitories. It is expected that the coming of a guest shall be reported beforehand to the Head of the Home. Local visitors who come to visit particular persons at the school will be cordially received, but aimless and promiscuous wandering about the grounds and buildings is prohibited.

### A WORD TO THE SUPERINTENDENTS AND TRUSTEES

The State Normal School at Fredericksburg is supported by the State primarily to furnish teachers for our public schools. We want to help the children of Virginia, and in order to do this we place ourselves at your command. It is our earnest desire to aid you in every way possible that you may secure the very best teachers for your schools. We do not presume to think our school is perfect. We do not presume to claim for a moment that every young woman who comes to the Fredericksburg Normal School will leave it as an ideal teacher, but we do claim that the professional instruction that she will receive here will make her a very much better teacher than she would have been, had she not received this instruction.

We want to help you place professionally trained teachers in your schools. If you need teachers, communicate with us, and in order to get the best we advise that you communicate as soon as possible. We have a system by which we aim to keep in touch with available teachers as far as possible, in order that we can assist the school officials in their selection. Write us telling exactly what you want; if we can help you it will be a pleasure for us to do so. Our aim will be to give you the very best information we can as to applicants. It is our desire that all teachers, and particularly those whom we send out, may succeed, but we will certainly not recommend any one if we have doubt as to her meeting your need. Write to us when you have vacancies, as we want our school to serve you to the fullest extent.

We would suggest also that you select some bright young woman every year in every school district and encourage her to attend the Normal School with a view to preparing herself and returning to teach in the district. In this way, it will not be long before you can fill your schools with professionally trained teachers. We will gladly secure scholarships for those whom you recommend.

Again, we invite you to visit the school. It will be a pleasure for us to have you come whenever you can. Your coming will do us good, and, we believe that, as you know us better, you can more fully use us for the good of the schools of your counties.

### POSITIONS FOR STUDENTS

It is the aim of the Normal School to place its graduates in the most desirable positions obtainable that they are qualified to fill. This school keeps a permanent record of the work and teaching history of every student, and will lend itself energetically at all times to the students in the matter of securing suitable positions.

### SIGNIFICANT IMPROVEMENTS FOR 1920-21

The following significant improvements will be made in the organization and work of this Institution, for the next session, to which attention is particularly directed, details of which will be furnished on application.

- (a) Arrangements have been made with the City School Board whereby greatly increased training school facilities are provided in the city public elementary school.
- (b) An additional critic teacher is to be placed in our rural practice school.
- (c) A moving-picture outfit has been purchased and a film service subscribed to for the session 1920-21.
- (d) A new gymnasium floor with water-proof material will be laid during the present summer.
- (e) A 50,000-gallon water tank will be constructed this summer so as to give an additional water supply for domestic use and further fire protection.
- (f) A large amount of additional kitchen equipment will be purchased for use next session.
- (g) A new two-year Commercial Teacher Training Course has been added.
- (h) The group elective system for the professional courses has been adopted, enabling students not in the Home Economics Course to elect some home economic subjects (cooking and sewing) in their regular courses.
- (i) No student for high school work will be received to displace an applicant for professional work.
- (j) A strong and efficient system of Student Government has been developed.

(k) Great care is paid to the health of the students. Physical examination is part of the registration. Most careful attention is given to students when sick and parents are kept informed in case of any serious sickness. No death among students has ever occurred at the School in its history.

(l) The social life of the students is supervised and directed with scrupulous care.

(m) Employment positions are open to a limited number of students.

(n) Special Lyceum attractions during the session.

(o) Free tuition to Virginia students who agree to teach.

(p) An Extension Bureau has been established to help in definite ways teachers on the job.

(q) An Alumnae Service Bureau has been established to promote the best interests of our former students.

### EXPENSES

The tuition fee for all, except State Students, is \$30.00 per session, or \$15.00 for the half session, payable by the half session in advance. This applies to students living in other states, as well as those living in Virginia. Students who intend to become teachers and those who have taught in the public schools of the State are not required to pay tuition. In return for this consideration a student is required to teach in the public schools of Virginia not less than two sessions. Students who have already been teachers in the public schools of the State will be credited with the time they have taught. Students desiring scholarships which entitle them to free tuition should be recommended by the Superintendent of Schools of the Division in which they live. (See application form in back of catalogue.)

Board, including room rent, lights, fuel, laundry, bed linen, servant attention, and other necessary living expenses, \$207.00 per session, or \$23.00 per school month of four weeks each, payable in advance.

The fees charged in classes having laboratory courses are small in that they include materials and breakage as well as use of equipment.

Students remaining at the school during the Christmas holiday will be charged at the rate of \$5.00 per week.

Registration fee, \$3.33 a quarter. This is payable upon entrance, with no reduction for part session. This will pay for attendance at all Lyceum attractions offered by the school, and for moving-picture service.

Physician's fee, \$3.00 for the entire session; \$1.50 for the half session. Day students do not pay the medical fee.

A small laboratory fee is charged those taking laboratory courses. This fee is intended to cover cost of materials, breakage, etc. All fees must be paid in advance and no reduction or allowance is made on account of absence.

Every student must supply her own text-books, gymnasium suit, soap, napkins, towels, and hot-water bottle. The gymnasium suits must be uniform and can be secured after arriving at the school. The cost will be about \$7.00.

No allowance is made for absence of less than three weeks, except for illness. This applies to those who are late entering, as well as to those who are absent during the session. No reduction is made for students who leave the school on Friday to spend the week-end.

Every student is allowed a reasonable number of articles in the laundry, but the school can not assume the responsibility of receiving elaborate garments. While the greatest care is exercised in the laundry, the school does not assume responsibility for the wear and tear of clothing.

Students' reports will be mailed to parents or guardians regularly during the session. (See p. 7.)

All accounts are expected to be paid one month in advance, except when special provision is otherwise made.

No diploma or certificate is granted until all money due the school is paid.

Students are advised against bringing to the school jewelry or other articles valuable intrinsically or through association.

Students are also advised against keeping money in their rooms. Spending money may be deposited with the Social Director and drawn as needed.

#### RECAPITULATION

Board, room, and laundry.....	\$207.00
Registration fee .....	10.00
Medical fee.....	3.00
<hr/>	
Total cost .....	\$220.00

This is exclusive of books and gym. suit.

#### ROOMING BY CLASSES

It is to the best interest both of the School as a whole and to the individual students, that students room with classmates. Prospective students, in making application for entrance, are requested to observe this policy of the School.

### COURSES OF STUDY

The courses of study have been arranged with a view to educating young women to meet the needs of Virginia conditions and to render the best service to their State. This is a Normal School and, as such, it accepts as its mission the preparation of its students to become the best-trained teachers for our public schools, or for useful and happy home life.

To this end the school offers five courses, of two years each, leading to a full diploma, as follows:

*Course I*—To prepare for teaching the primary grades.

*Course II*—To prepare for teaching the intermediate and grammar grades.

*Course III*—To prepare for teaching the high-school grades.

*Course IV*—A course in Home Economics.

*Course V*—A Commercial Teacher Training Course.

All work in the Normal School is accredited by the State Board of Education toward a regular teacher's certificate. Detailed information about this will be furnished upon application to the Registrar of the school.

Completion of any one of these five courses entitles the student to a full diploma. The possession of this diploma entitles the holder to the Normal Professional Certificate, issued by the State Board of Education, good for ten years and renewable for a similar period from time to time. The holder is authorized to teach in the elementary schools and the first two years of high school.

Students who complete the Junior work in any one of these courses, based upon sixteen high-school units, will receive the Elementary Professional Certificate, issued by the State Board of Education, good for six years and renewable for a similar period from time to time. The holder is authorized to teach in the elementary schools.

All of these courses are based upon the completion of the work required of the first-grade Virginia high school, or its equivalent. While sixteen units are required, students who have fourteen units may enter the Junior work in these courses conditioned upon the two lacking units.

### COMMERCIAL TEACHER TRAINING COURSE

The Virginia Normal School Board invites careful attention to the following resolutions which were adopted by the Board April 12, 1919, and which are of very great importance to the future development of the Normal Schools:

*Resolved*, That the most fundamental work of the State Normal Schools and their most important function is to train teachers for the elementary schools. Ample provision must be made for this training and proper facilities therefor must be provided before any of the appropriation from the State or revenues from the schools can be used for any other purposes. Be it further

*Resolved*, That the increased demand in the State for teachers of high-school subjects, for teachers in special departments, and for rural supervisors should be met by the State Normal Schools as far as possible without interfering with their primary function.

*Resolved*, That in order to avoid unnecessary duplication of effort and to contribute to the most economic use of public funds, the work of training high-school and special teachers and rural supervisors is hereby arranged in accordance with a plan of differentiation of work which will make it unnecessary for each one of the State Normal Schools to carry the heavy burden of a large number of special courses paralleling similar courses in other schools.

The work common to all of the schools will be as follows:

1. Two-year courses for the training of elementary teachers.
2. Modification of the two-year course to meet the needs of students who may desire to pursue any one of the special four-year courses assigned to the several Normal Schools as outlined below. These modified two-year courses are the same as the courses of similar length now being offered at the Normal Schools, it not being the intention of the Normal School Board to interfere with the present catalogued two-year course. Such modified two-year courses at whatever Normal School taken will be credited as the first two years of the special four-year course assigned to any one of the Normals. In this way students will have preserved their appropriate credits.

In accordance with this plan, every school is assigned a specified subject, but every other school is given the liberty of offering the present two-year course in that subject. This arrangement is preserved in order that young women may go from one Normal for advanced work in a special subject or subjects to another Normal without suffering inconvenience or loss of credits. The only exception to this arrangement is found in the case of the commercial course, which will be offered in its entirety at Fredericksburg.

The differentiated work of advanced grade leading to degrees is assigned to the particular schools as follows:

To Farmville, a four-year course for the training of high-school teachers.

To Harrisonburg, a four-year course for the training of teachers in home economics.

To Fredericksburg, a four-year course for the training of teachers in music, industrial arts, and commercial subjects.

To Radford, a four-year course for the training of supervisors of elementary schools and for specialists in rural education. To Radford is also assigned the task of extension work in rural education. This is a wide field of endeavor, and all of the Normal Schools are expected to coöperate in the future as in the past, but under this plan the Radford Normal is given the duty to study the needs of, and give, general direction to rural extension work.

In view of the fact that all of the Normals have heretofore been allowed to offer four-year courses for the training of high-school teachers, it would be an apparent hardship on students who have entered these courses not to allow some period in which readjustment can be made. The operation of this resolution will therefore become effective July 1, 1921. In the meantime no Normal School will accept new students for the third and fourth years in any special department other than that assigned to it by this resolution.

In pursuance of this resolution the Fredericksburg Normal School offers its Commercial Teacher Training Course beginning with next session.

This course is primarily designed to prepare teachers of the commercial subjects, for which there is a rapidly growing demand in Virginia. Graduates of accredited high schools are eligible to this course. Upon completion of the two years the student is given the Diploma of the school and a State Certificate of equal dignity to that granted graduates in our other courses. This course is also open to Normal School and College graduates. See elsewhere in this catalogue a detailed outline of this course.

#### SPECIAL COURSES

Students holding first-grade certificates may enter the same professional class in any course with graduates of a four-year high school, and, after successfully completing that year of professional work, will be issued by the State Board of Education the Elementary Professional Certificate, good for six years and renewable for a similar period from time to time.

Students who complete the work of the Sophomore or four-year high-school class, with the distribution of units required by the State, and find it impossible to return, will be issued a second-grade certificate, provided they attend Summer School and take the first summer's work of the professional course. After taking the second summer's work of the Summer School Professional Course, and having seven

months' experience, a first-grade certificate will be given. On the completion of the third summer's work, the Elementary Professional Certificate is awarded. The second grade is good for two years and renewable for two. The first grade is good for five years and renewable for five. The Elementary Professional is good for six years and renewable for six.

The school does not encourage students to be satisfied with the lower grade certificates, but urges them to plan, if possible, to remain at the school and complete the course for a full diploma.

The school reserves the right not to organize any class unless there are at least ten applicants.

No student may take but one foreign language the same session. A foreign language, to count for credit, must be studied for two years.

No student may take any subject that conflicts with the fixed program.

No student may enter in the High-School Department of this school unless she has exhausted the high-school facilities of her home school, except under special circumstances. Any applicants falling under this head should consult the President of the school. No High-School student is registered if her entrance would displace a professional student.

#### DEGREE COURSES

All four of the State Normal Schools are maintained by the Virginia Normal School Board on a parity. That is, all of the schools are giving two-year teacher training courses as their major work, and each school above this is given the privilege of developing a four-year degree course in a special line. The special line assigned the Fredericksburg Normal is Music Supervision, Industrial Arts, and Commercial Subjects. Owing to the lack of demand in the State at the present time for any considerable number of music supervisors or specialists in Industrial Arts, this Institution is at this time offering only a two-year course in these branches. It is beginning, however, its Commercial Teacher Training Course on a two-year basis, which as the demand increases may be extended to a full four-year Commercial-Secretarial Course. The other specialties assigned this institution may in time be placed upon a four-year basis. For the present, ninety-five per cent of those preparing to teach do not pursue more than a two-year course, and this institution, therefore, is concentrating its efforts and money on the maintenance of thorough-going and efficient two-year courses, rather than dissipating its efforts and money on four-year courses to accommodate a mere handful of students.

The school stands ready to extend any or all of these courses to a four-year basis, and will do so as early as there is sufficient demand.

### HIGH SCHOOL DEPARTMENT

We shall continue to maintain for next session our High School Department to take care of those students who lack High School facilities at home and in order to maintain training facilities in high-school subjects needed for the Senior professional students, but no high-school student will be received at the expense of the professional school nor if she has high-school facilities at home, except by special arrangement with the student's Division Superintendent.

### ENTRANCE CREDITS AND CLASSIFICATION

The minimum age limit for entrance to this school is fifteen years. Students under this age will not be admitted unless they have an older sister in school, or under other special circumstances.

The credits to which the student is entitled will be decided by the Registrar of the school and will be based upon the last rating of State High Schools by the Department of Public Instruction.

It is not necessary for students entering from first- and second-grade Virginia high schools to submit for entrance credits any statement of their former work, since the State Department of Public Instruction has prepared a list of credits to which all first- and second-grade high-school graduates for the session 1919-1920 are entitled. This published list will be adhered to in deciding the entrance credits of such graduates entering this institution for next session.

Should a student claim credit beyond the State's rating of the school from which she comes, she should present her principal's certificate setting forth such claim for credit. These cases will be handled individually after consultation and in coöperation with the Department of Public Instruction.

Students entering from private schools which have been inspected and accredited by the State Department of Public Instruction, will be given such credit as is allowed the school by the department. Such credits should be certified by the principal, or a certificate of graduation from the principal presented. Students entering from unrecognized private schools must take entrance examinations, and will be classified accordingly.

In accrediting students from three- and four-year high schools the following requirements of the State Board of Education will be adhered to in all of the Normal Schools for Women:

"Hereafter students from three-year high schools will not be granted more than twelve units of high-school credit, regardless of the number of units they may present for entrance. Such students will be admitted to the fourth year of the high-school course in the State Normal Schools and will not be registered in the Junior year until after completing the fourth year of high-school work.

"Students from four-year high schools with eight months' terms will have their entrance credits scaled one-ninth. Before graduation from a State Normal School, such students must satisfy the entrance requirements which are based on graduation from a four-year high school with nine months' term. The deficiency caused by the eight months' term is to be made up by requiring such students to take not less than one-third unit in English and sufficient other work in the different high-school subjects, the credit to be not less than one-third of a unit per subject.

"Similar scaling will be followed in the case of graduates of three-year high schools with eight months' terms."

Teachers holding first-grade certificates will be admitted to any of the Junior courses. Exhibition of the certificate is the only evidence required.

Students who have fourteen units of credit may register for the Junior Course, conditioned on the two lacking units. No student lacking more than two high-school units is permitted to enter the Junior Class. Such students will register in the fourth-year high school. Should any fourth year high-school student be credited by any part of the fourth year high-school work, such student may take, in addition to her high-school course, an amount of work in the Junior Course equivalent in time to the high-school work on which she is credited. This school offers all four years of high-school work in addition to four professional two-year courses leading to the diploma. The high-school department is maintained primarily to provide the basic education required for entrance to the professional courses for those students who lack these high-school facilities in their local communities. No students are received in the high-school department unless they have exhausted the high-school course of their local high school, except with the consent and approval of their Division Superintendent. This school is in thorough sympathy and co-operation with rural high schools in the State, and refuses to accept for high-school work students who have opportunity to secure that work at their local high school. The attention of Division Superintendents, Trustees, and High-School Principals is particularly directed to this statement of our position in this matter. Our high-school department is also used as the training school for students in Senior III.

A student shall be considered to belong to that class in which she has the major portion of her work.

Students who have pursued successfully advanced work, either academic or professional, at other accredited institutions, will be allowed suitable credit for such work on entrance to this institution.

Students who wish to specialize in music, household arts, hand-work, and agriculture may be classified as special students, and, on completing a special course showing adequate preparation to teach such special subject or subjects, will be given by the State Department of Public Instruction a special certificate good for five years and renewable for five.

Double credit will not be allowed. For instance, a student who enters the fourth year of high school on twelve units, but who has taken some fourth year high-school subject in our course, may be excused from such subject, but must take another equivalent high-school subject in substitution. Such substitute shall be decided by the Registrar of the school.

Students whose courses have been interrupted will conform in graduation to the requirements of the latest catalogue.

It is understood that a unit of work is the successful completion of the subject matter contained in said unit during a nine months' session for a class period of forty minutes five times a week.

Our high-school course parallels the State high-school course, and in addition contains subjects as electives not usually offered in the rural high schools of the State. The following resolutions have been passed by the State Board of Education touching the articulation of the High-School Departments of the State Normals with the State High Schools. These requirements are met in our course of study.

1. That in all credit toward high-school graduation the State Normal Schools shall confine themselves to the units offered in the State Course of Study for High Schools.
2. That no credit be allowed toward entrance for less than one-third unit on any subject (one subject must be English). Instead of making up the fractional units, in the other deficient subjects, students may elect a complete unit in one subject.
3. That the required units of the State High-School Course of Study be the required units of the Normal Schools.
4. That no certificate of graduation shall be conferred unless the party receiving the same shall have at least four years of high-school work of thirty-six weeks each, or its equivalent, as allowed by the State High School Course of Study.

### RECORDS AND REPORTS

A careful record is kept in the office of the Registrar of the entrance credits and work at this institution of all students in all departments, and reports of students' work will be mailed to parents four times a session in the high-school department and three times a session, or at the close of each quarter, in the professional department. Special reports will be sent at other times if circumstances justify it or it seems advisable.

Students are notified at frequent intervals by the instructors of deficiencies in their work, and are given every opportunity and encouragement to make up such deficiencies.

To be awarded any diploma a student's record in both work and conduct must be satisfactory. No diploma will be awarded until all financial obligations have been discharged. In addition, however good the work in other subjects may be, a student will not be awarded a diploma if she is notably deficient in spelling, writing, or English composition, or if she has failed in her practice teaching.

### SELECTION OF WORK

Students will be guided in accordance with their best interests in the selection of work by the Registrar of the school. Students are particularly cautioned not to act upon unofficial and often incorrect information as to the nature of courses or their rights and privileges in selection of courses obtained from students or other unofficial sources. They should consult the Registrar as to their work as soon after arrival as possible and not delay in the selection of their studies.

No student is permitted to take any class which conflicts with the regular, fixed program. The schedule is arranged so as to meet the requirements of the regular-course students. It will necessarily be difficult in many cases and impossible in some for those students who are irregular in their classification to get in their schedule every subject they may wish to take. Such students should not expect this. Deficiencies and irregularities of this kind, if they can not be cured through our regular schedule of work, must be made up by special work in the Summer School or in some other approved way.

### THE QUARTER BASIS

Beginning with the session 1918-1919 all the professional work of this institution was put on the quarter basis. That is, the work of the nine months' session is divided into three quarters of twelve weeks each, instead of two terms of eighteen weeks as heretofore.

The completion of any three quarters' work, whether consecutive or not, shall constitute a full session's work.

Students may therefore enter at the beginning of any quarter. Each quarter's work in the several professional subjects is a coherent and complete section of work within itself. The course of study has been so arranged as to maintain this quarter unity. While subjects occurring in two or more quarters in the same year may be related in the several quarters, yet the work of each quarter is so separate and distinct from that of any other quarter that a student does not necessarily have to have, except in a few cases, the preceding quarter's work as a prerequisite for intelligently prosecuting the work of the quarter chosen.

No change has been made in the organization of the high-school courses. These remain on the term basis as heretofore.

#### GENERAL NOTES

1. So far as practicable students are roomed by classes in order to facilitate good study conditions.
2. In addition to the regular study hours in the evening, students are expected to maintain quiet in the dormitories during the school day and to use to the best advantage the time when not in class.
3. Students are permitted to make home or week-end visits not oftener than once in four weeks, and then only upon permission at such times as special lectures or other school activities do not interfere. Permissions for such visits will not be granted for the last two week-ends before holidays as announced in the catalogue, except in cases of emergencies.
4. Students who are compelled to withdraw from the school for any cause are expected to do so only after their parent or guardian has communicated with the President of the school.

## Courses of Study for Session 1920-1921

### HIGH SCHOOL DEPARTMENT

#### FIRST-YEAR HIGH SCHOOL

	<i>11</i>	<i>12</i>
English .....	5	5
Algebra .....	5	5
Greek, Roman and English Stories .....	5	5
Writing .....	2	2
Physical Education .....	2	2
	<hr/>	<hr/>
	19	19
Electives (one required) :		
Latin .....	5	5
General Science .....	5	5

#### SECOND-YEAR HIGH SCHOOL

	<i>21</i>	<i>22</i>
English .....	5	5
Algebra .....	5	5
Commercial Arithmetic .....		5
Med. and Mod. History .....	5	5
Writing .....	2	
Drawing .....		2
Physical Education .....	2	2
	<hr/>	<hr/>
	19	19
Electives (one required) :		
Latin .....	5	5
or		
{ Home Mechanics .....	2	2
{ Elementary Biology .....	3	3

#### THIRD-YEAR HIGH SCHOOL

	<i>31</i>	<i>32</i>
English .....	5	5
Chemistry or Agriculture .....	5	5
Physical Education .....	2	2
	<hr/>	<hr/>
	12	12
Electives (10 periods required) :		
Social Problems .....	3	3
Agriculture .....	5	5
Geometry .....	5	5
Latin .....	5	5
French .....	5	5
Home Economics .....	3	3
Drawing .....	2	2

## FOURTH-YEAR HIGH SCHOOL

	41	42
English	5	5
Ind. and Com. Geography	2	2
Am. History and Civics	5	5
Music	3	3
Physical Education	2	2
	17	17
Electives (7 periods required):		
Solid Geometry	5	0
Trigonometry	0	5
Commercial Arithmetic	0	5
Physics or Chemistry	5	5
Latin	5	5
French	5	5
Home Economics	3	3
El. Bookbinding and Printing	2	2
Rural Economics	2	2

The school reserves the right not to form a class for less than ten students.

All students are required to take chorus music for at least two years.

## PROFESSIONAL DEPARTMENT

## COURSE I—JUNIOR YEAR—LEADING TO TEACHING IN PRIMARY GRADES

	51	52	52
Ed. Biology	3	0	0
Ed. Psychology	2	3	0
Prin. Study and Teaching	0	2	2
Primary Methods	0	3	5
Observation	0	2	2
English	2	2	2
Arithmetic	0	2	0
Writing	3	0	0
Physical Education	2	2	2
Drawing	2	0	0
Music	2	2	2
Nature Study and Gardening	2	2	3
	18	20	18

## Electives:

## Group A:

Geography	2	1	1
Greek and Roman Hero Stories	3	0	0
Drawing and Handwork	0	2	2
Industrial Arts	0	2	2

— — —

5 5 5

## Group B:

Cooking	3	3	0
Sewing	0	0	3
American Hero Stories	3	0	0
Drawing and Handwork	0	2	2

— — —

6 5 5

## COURSE II—JUNIOR YEAR—LEADING TO TEACHING IN GRAMMAR GRADES

	51	52	53
Ed. Biology .....	3	0	0
Ed. Psychology .....	2	3	0
Prin. Study and Teaching .....	0	2	2
Intermediate and Gram. Methods .....	0	3	5
Observation .....	0	2	2
English .....	2	2	2
Arithmetic .....	0	2	2
Writing .....	3	0	0
Physical Education .....	2	2	2
Drawing .....	2	0	0
Music .....	2	2	2
Nature Study and Gardening .....	2	2	3
	—	—	—
	18	20	20
Electives:			
Group A:			
Geography .....	2	1	1
Greek and Roman Hero Stories .....	3	0	0
Drawing and Handwork .....	0	2	2
Industrial Arts .....	0	2	2
	—	—	—
	5	5	5
Group B:			
Cooking .....	3	3	0
Sewing .....	0	0	3
American Hero Stories .....	3	0	0
Drawing and Handwork .....	0	2	2
	—	—	—
	6	5	5

## COURSE III—JUNIOR YEAR—LEADING TO TEACHING IN THE HIGH SCHOOL

	51	52	53
Ed. Biology .....	3	0	0
Ed. Psychology .....	2	3	0
Prin. Study and Teaching .....	0	2	3
Observation .....	0	0	2
English .....	2	2	3
Junior High School Math .....	0	2	2
Writing .....	3	0	0
Physical Education .....	2	2	2
Drawing .....	2	0	0
Music .....	2	2	0
Nature Study and Gardening .....	2	2	3
General Science .....	0	2	2
	—	—	—
	18	17	17
Electives:			
Group A:			
Geography .....	2	0	0
Greek and Roman Hero Stories .....	3	0	0
Drawing and Handwork } or Industrial Arts } .....	0	2	2
History Epochs .....	0	3	0
American History and Civics .....	0	0	3
Economic Geography .....	0	1	1
	—	—	—
	5	6	6
Group B:			
Cooking .....	3	3	0
Sewing .....	0	0	3
American Hero Stories .....	3	0	0
Mechanical Drawing, or Industrial Arts .....	0	2	2
	—	—	—
	6	5	5
General Electives:			
French or Latin (3rd Year) .....	0	3	3
Higher Mathematics or other High School subjects, if there is sufficient demand.			

## COURSE IV—JUNIOR YEAR—HOME ECONOMICS COURSE

	51	52	53
Ed. Biology .....	3	0	0
Ed. Psychology .....	2	3	0
Prin. Study and Teaching .....	0	2	2
Gram. Methods .....	0	3	5
Observation .....	0	2	2
English .....	2	2	2
Writing .....	3	0	0
Physical Education .....	2	2	2
Drawing .....	2	0	0
Music .....	2	2	2
Nature Study and Gardening .....	2	0	0
	—	—	—
	18	16	15
Electives:			
Group A:			
Geography .....	2	1	1
Greek and Roman Hero Stories.....	3	0	0
Bacteriology .....	0	3	0
Advanced Cooking .....	0	3	3
Advanced Sewing .....	0	0	3
Home Mechanics, or Drawing and Handwork.....	0	2	2
	—	—	—
	5	9	9
Group B:			
Cooking .....	3	3	0
Sewing .....	0	0	3
American Hero Stories.....	3	0	0
or			
Geography .....	(2)	0	0
Home Chemistry .....	0	3	3
Home Mechanics, or Nature Study .....	0	2	2
Home Nursing, or Arithmetic .....	0	2	2
	—	—	—
	6	10	10

## COURSE V—JUNIOR YEAR—LEADING TO TEACHING COMMERCIAL SUBJECTS IN

## THE HIGH SCHOOL

	51	52	53
Educational Psychology .....	2	3	0
Principles of Study and Teaching .....	0	2	3
Business English .....	3	3	3
Business Arithmetic (Unprepared) .....	3	3	0
Elementary Bookkeeping .....	5	5	5
Business Writing (Unprepared) .....	0	2	5
Shorthand .....	5	5	5
Typewriting (Unprepared) .....	5	5	5
Physical Education .....	2	2	2
	—	—	—
	25	30	28

## COURSE I—SENIOR YEAR—LEADING TO TEACHING IN PRIMARY GRADES

	61	62	63
Social Principles Education .....	5	5	0
History of Education .....	0	0	5
Rural School Problems .....	0	0	4
* School Admin. and Management .....	(3)	(3)	0
* Practice Teaching .....	(15)	(15)	0
Conference .....	(1)	(1)	0
Observation and Discussion .....	0	0	2
English .....	3	3	3
Personal and Civic Hygiene .....	3	3	0
Art Appreciation .....	0	0	3
Educational Gymnastics .....	2	2	2
	—	—	—
	13	13	19

## Electives:

## Group A:

Sewing .....	2	2	5
Cooking .....	3	3	0
Greek and Roman Hero Stories (50) } or Industrial Arts (50) } .....	3	3	0
	—	—	—
	8	8	5

## Group B:

a Advanced Music .....	3	3	3
a Advanced Drawing and Handwork .....	2	2	2
American Hero Stories (50) .....	3	3	0
	—	—	—
	8	8	5

## Or

b American Hero Stories (50) .....	3	3	0
b Ind. and Commercial Geography .....	0	0	3
b General Biology .....	3	3	0
b Reading and Story Telling .....	2	2	0
b Home Nursing .....	0	0	2
	—	—	—
	8	8	5

\*For Teaching Section only.

## COURSE II—SENIOR YEAR—LEADING TO TEACHING IN GRAMMAR GRADES

	61	62	63
Social Principles Education .....	5	5	0
History of Education .....	0	0	5
Rural School Problems .....	0	0	4
{ School Adm. and Management.....	(3)	(3)	0
* { Practice Teaching .....	(15)	(15)	0
Conference .....	(1)	(1)	0
Observation and Discussion .....	0	0	2
English .....	3	3	3
Personal and Civic Hygiene .....	3	3	0
Art Appreciation .....	0	0	3
Educational Gymnastics .....	2	2	2
	—	—	—
	13	13	19

## Electives:

## Group A:

Sewing .....	2	2	5
Cooking .....	3	3	0
Greek and Roman Hero Stories (50)			
or			
Industrial Arts (50)	3	3	0
	—	—	—
	8	8	5

## Group B:

a { Advanced Music .....	3	3	3
Advanced Drawing and Handwork.....	2	2	2
American Hero Stories (50) .....	3	3	0
	—	—	—
	8	8	5

## Or

b { American Hero Stories (50) .....	3	3	0
Ind. and Commercial Geography .....	0	0	3
General Biology .....	3	3	0
Reading and Story Telling .....	2	2	0
Home Nursing .....	0	0	2
	—	—	—
	8	8	5

\*For Teaching Section only.

## COURSE III—SENIOR YEAR—LEADING TO TEACHING IN THE HIGH SCHOOL

	61	62	63
Social Principles Education .....	5	5	0
History of Education .....	0	0	5
Rural High School .....	0	0	4
{ School Adm. and Management .....	(3)	(3)	0
* Practice Teaching .....	(15)	(15)	0
{ Conference .....	(1)	(1)	0
Observation and Discussion .....	0	0	2
English .....	3	3	3
Personal and Civic Hygiene .....	3	3	0
Art Appreciation .....	0	0	3
Educational Gymnastics .....	3	3	3
	—	—	—
	13	13	19

## Electives:

## Group A:

Sewing .....	2	2	5
Cooking .....	3	3	0
Industrial Arts (50) .....	3	3	0
	—	—	—
	8	8	5

## Group B:

a. { Mechanical Drawing .....	2	2	2
Modern European History .....	3	3	0
or			
{ American History .....	3	3	0
General Biology .....	0	0	3
Ind. and Commercial Geography .....			
	—	—	—
	8	8	5

## Or

b. { Advanced Mathematics .....	3	3	2
French .....	3	3	2
Advanced Music .....	2	2	2
or			
Advanced Drawing .....			
	—	—	—
	8	8	6

Industrial History may be substituted for any subject previously taken.

\*For Teaching Section only.

## COURSE IV—SENIOR YEAR—HOME ECONOMICS COURSE

	61	62	63
Social Principles Education .....	5	5	0
Rural School Problems .....	0	0	4
or			
History of Education .....	0	0	(5)
* { School Adm. and Management .....	(3)	(3)	0
Practice Teaching .....	(15)	(15)	0
Conference .....	(1)	(1)	0
Observation and Discussion .....	0	0	2
English .....	3	3	3
Personal and Civic Hygiene .....	3	3	0
Art Appreciation .....	0	0	3
Educational Gymnastics .....	2	2	2
	—	—	—
	13	13	14

## Electives:

## Group A:

Sewing .....	2	2	5
Cooking .....	3	3	0
Home Chemistry .....	3	3	3
Home Nursing .....	0	0	2
	—	—	—
	8	8	10

## Group B:

Sewing .....	2	2	5
Cooking .....	3	3	0
Industrial Arts (50a) .....	2	2	2
or			
Household Physics .....	1	1	1
Home Nursing .....	0	0	2
Applied Design .....	1	1	1
	—	—	—
	8	8	10

Or

Sewing .....	2	2	5
Cooking .....	3	3	0
French (a) .....	3	3	3
Home Nursing .....	0	0	2
	—	—	—
	8	8	10

Industrial History may be substituted for any subject previously taken.

## \*COURSE V—SENIOR YEAR—LEADING TO TEACHING COMMERCIAL SUBJECTS IN

## THE HIGH SCHOOL

	61	62	63
School Administration and Management.....	0	0	3
Methods and Practice Teaching (20 periods each subject)			
Business Arithmetic .....	0	5	0
Bookkeeping .....	0	5	5
Commercial Law .....	0	5	
Shorthand .....	0	0	5
Typewriting .....	0	0	5
Business English .....	0	0	5
Commercial Geography .....	0	0	1
Subject Matter			
Business English and Business Correspondence ..	3	3	0
Shorthand (Transcription Extra) .....	5	5	5
Advanced Bookkeeping (Unprepared) .....	5	5	5
Commercial Geography .....	0	3	3
Commercial Law .....	3	3	0
Elementary Economics .....	2	2	0
Business Organization and Management .....	0	0	4
Commercial Education—History, Organization and Administration .....	3	0	0
Office Practice .....	5	0	0
Physical Education .....	2	2	2
	—	—	—
	28	28	28

\*Not offered until Session of 1921-1922.

## SPECIAL NOTES ON COURSE OF STUDY

1. The course of study is based upon the intensive rather than the extensive plan. Fewer subjects are required in the several courses. A correspondingly higher standard will be maintained for the work. The courses are based upon approximately 20 "credit points." Unprepared subjects receive one-half the count indicated in the summary of courses. Laboratory subjects have double periods.
2. Teachers are expected to arrange their work in accordance with the outlined course of study. No departure from this course is permissible, except by consent of the Course of Study Committee.
3. A rational printed schedule will be made out and posted before the beginning of the session based upon the course of study, and no student is permitted to take subjects in conflict with the schedule.
4. In the high-school course no student may take more work than is provided for the high-school year in which she is classified, except conditioned students, and these may not take exceeding five credit points in addition to the required course. The privilege of taking this extra conditioned work will be withdrawn if the student is defi-

cient on any of her other regular work. The same principle applies to students taking beyond the specified work in the professional courses in order to make up conditions.

5. All work in the professional courses in excess of 20 credit points may be counted on conditions, unless such conditions be on particular subjects not included in the electives of the professional courses.

6. In all courses the time required for preparation is to be at least as much as the class time, except in case of laboratory subjects. In this case, half the laboratory time shall be required for outside preparation. Each instructor is responsible for enforcing this time requirement. A maximum of twice the class time may be required. Writing, Physical Education, Art Appreciation, and some other classes come under the heading of "unprepared subjects."

7. Teaching Seniors will carry only one subject of three periods per week in connection with their training school work, and that a subject which closely correlates with their teaching—School Administration and Management.

8. Electives not in a student's course may be taken only if there is no schedule conflict and after consultation with the Course of Study Committee.

9. The school reserves the right not to form any class for less than ten students.

10. All students are required to take Chorus Music for at least two years.

## Departments of Instruction

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### EDUCATION

The purpose of the courses in this department is to prepare young women for the work of organizing, governing, and teaching in the schools of Virginia. In addition to broad and accurate scholarship, a teacher should be trained in the underlying principles of individual and social life and development, and should comprehend the meaning and aim of education. She should, furthermore, be acquainted with the best practices of the teaching profession and the theories upon which such practices are founded. A knowledge of child nature, growth and development is absolutely essential for best results.

Not only are broad and accurate knowledge of principles and an acquaintance with the most approved methods in education necessary for the best equipment of the teacher, but also the ability of practical application in teaching. An opportunity for obtaining this last acquirement is found in the actual teaching under direction in the Training School and near-by rural schools.

### JUNIOR YEAR

*Principles of Study and Teaching 52-53:* A course based upon Psychology as applied to education, dealing with the organization and using of ideas, the utilization of time to the best advantage in study, the purpose and aim in education, the factors conditioning the teaching process, the management of the class hour, the methods of approach to the child mind, and the logical presentation of subject-matter. Special attention is given to teaching children how to study, and to supervision of study in the schools. The soundest and most widely approved theories of teaching and the practicability of their application in our schools are fully discussed. Means of testing results in teaching and study are considered.

In addition to the text-book used in connection with each phase of the work indicated, special class reports are made from such standard works as Thorndike's Principles of Teaching; McMurry's How to Study and Teaching How to Study; Earhart's Teaching Children to Study, and Types of Teaching; Bagley's The Educative Process; Charter's Methods of Teaching; Hall-Quest's Supervised Study, and others.

Text: LaRue, *The Science and Art of Teaching*.

*Principles of Study and Teaching 52a-53a:* The purpose of this course is to give students a broader and more comprehensive view of the field of high school education. In addition to the text-book work, much parallel reading is required in order that students may get many viewpoints.

*Principles of Study and Teaching 52a:* Some of the subjects dealt with in this quarter are: Adolescence, and the teachers' problems growing out of it; the art of study, reinforced by observation of classes in supervised study; the curriculum from the standpoint of its content and relative value of studies; the real educational and disciplinary value of a subject; and the best methods of study.

Text: Colvin, An Introduction to High School Teaching.

Two periods per week for the second quarter.

*Principles of Study and Teaching 53a:* This quarter deals more with the teaching side and takes up such subjects as the following: The high school as a social factor; its relation to elementary and higher education; the principles and methods of teaching the various high school studies; the lesson plan; program making; directing the various school activities, both in and out of the schoolroom.

Text: Same as in 52a.

Three periods per week for the third quarter.

*Observation and Discussion 52a-53a: High School*—The observation and discussion in the high school course form an integral part of the course in Principles of Study and Teaching 52a-53a. The aim is to give students an opportunity to see various methods of conducting and teaching a class and to follow this observation up by a discussion of the lesson observed, in the light of methods and principles with which they have become familiar in research and class study. In this way theory and practice are closely related.

One period per week for the second and third quarters.

*Educational Psychology 51-52:* Three phases of psychology are dealt with in this course. The first half of the course deals more with general psychology and undertakes to give the beginning student a background for the more specific study of the second half, and also a basis for certain other studies. The second half of the course deals more specifically with the child and the processes of his growth and development. Educational and intelligence tests are given in connection with this part of the study.

*Educational Psychology 51:* Here the emphasis is on some of the more simple physical and mental processes and their relation to edu-

cation. The nervous system, and the influence of bodily conditions upon mental processes are studied. Sensation, perception, memory, imagination, and the other elementary mental processes are taken up in order. Especial attention is given to instincts, capacities, habits, reasoning, and the laws governing their growth and development.

Two periods per week for the first quarter.

*Educational Psychology 52:* In this quarter the emphasis is on the child and the laws of growth and development. It is being recognized more and more that "the child is not an adult," that there are instincts and tendencies peculiar to every stage in child development. In this course a study is made of child nature, instincts, capacities, individual differences, general characteristics of the periods of childhood, adolescences, adulthood, and the most approved methods of dealing with each period. Precocious and defective children are also considered, and suggestions are offered for their care. Various educational tests and measurements are applied in connection with the study.

Three periods per week for the second quarter.

*Primary Methods 52-53:* This course deals with the methods of teaching the whole of the subjects studied in the first three grades of the Virginia Elementary Schools. The major emphasis is on Reading, however, as this is the big problem of the beginner.

*Primary Methods 52:* (a) Reading.

The purpose of this course is (1) to lead students to see through observation and discussion the problems that arise in teaching children to read; (2) to work out ways of meeting these problems—methods of procedure, selection and use of textbooks, use of materials, utilization of all these means in organization of lesson plan for teaching.

(b) Child Literature.

A study is made of literature appropriate for the first three grades. The course aims to present material which will give knowledge for the appreciation and selection of stories suitable for children in the primary grades, and the methods of teaching these to the children. An opportunity is provided for individual presentation by members of the class.

Three periods per week.

*Primary Methods 53:* The purpose of this part of the course is (1) to select and organize subject matter in language, spelling, arithmetic, and community life that will be of value to children in the primary

grades; (2) to observe and discuss methods of teaching this subject matter in language, spelling, arithmetic and community life; (3) to organize projects for primary grades in which the subjects of the primary curriculum become a social unit.

Five periods per week.

*Observation and Discussion 52-53: Primary*—This course is an integral and correlated part of the Primary Methods Course. Following the presentation of methods of teaching a subject, the class observes in the Training School this method demonstrated by trained teachers. The observation is followed by a discussion of the application of the method previously studied. As is determined by the Primary Methods Course, the lessons observed show in sequence the same subject taught in the different grades. This enables prospective teachers, after studying subject-matter and methods, to see how to adapt the material and method of presentation to the development of children of different grades.

One double period per week for the second and third quarters.

*Grammar Grade Methods 52-53*: The purpose of this course is to emphasize the methods of teaching English, History, Geography and Arithmetic, based on educational principles. The work of the two quarters is devoted to a study of the Course of Study used in Virginia Elementary Schools for these subjects, and the methods of presenting this subject matter. Free class-room discussion is conducted, and each student should get an average knowledge of the standards for judging relative values, and good teaching. Special emphasis is placed on the selection of material, questioning, lesson plans, devices and plans for motivation of the work in these subjects and the correlation of these one with another, and with the other subjects in the grades.

Three periods per week for the second quarter and five periods for the third.

*Observation and Discussion 52-53: Grammar*—This course supplements the work in Grammar Grade Methods 52-53 in the various subjects. Students see classes taught in the subjects of the grammar grades, and discuss the work observed, from the standpoint of educational principles developed in the special-methods course.

One double period per week for the second and third quarters.

#### SENIOR YEAR

*History of Education 63*: In this course a brief survey is made of the development of the educational system from primitive times to the present day. A contrast is made between the Chinese, Greek, and Roman conceptions of education. The contribution of the Monasteries

and Palace Schools to civilization; the growth of Scholasticism and the Universities; the Renaissance and the Reformation,—are topics of interest in the course. Especial attention is given to the evolution of the modern conception of education through the Naturalistic, Psychological, Scientific, and Sociological movements, under such representative leaders as Rousseau, Pestalozzi, Herbart, Froebel, Spencer, Huxley, Bacon, Locke, and others. The growth and changing educational ideals in Virginia are studied with some care during the latter part of the term.

Text: Graves, Students' History of Education.

Reference Books: Monroe, Briefer Course in the History of Education; Cyclopedias of Education; Parker, History of Modern Elementary Education; Heatwole, History of Education in Virginia.

Five periods per week for the third quarter.

*Social Principles of Education 61-62:* This is a combination lecture, research, and current events course. The lectures cover in an elementary way the forces which have been and are making for civilization, and those which retard it; also the intimate relationship existing between society and its institutions, especially the schools. Special reports are made by the students bearing upon the real meaning and place of education in a democracy, covering in the main the thoughts developed by Horne in Philosophy of Education, and Butler in The Meaning of Education. Current topics on various phases of social work and betterment are reported upon from day to day. The need of a social viewpoint in education, and its relation to the vocations, arts, religion, and right living are emphasized throughout the course.

The first part of the course is devoted to lectures and current events dealing with general social conditions, specific social problems, and changes making for social betterment. Suggested remedies for social evils are made.

In the second part of the course reports are made by members of the class, after study and research, on such vital problems as the following: The Meaning of Education; What Knowledge is of Most Worth; Education of Girls; Recreation in the Schools; Trade, Vocational, and Cultural Education; The Changing Curriculum; The Present Tendency in Education.

Five periods per week for the first quarter for the non-teaching section. Repeated the second quarter.

*School Administration and Management 61-62:* This course is intended to give the student an introduction to the general plan of the organization and administration of schools in the United States,

and especially in Virginia. The course of study, classification, grading, promotion, and the daily program are prominent subjects of discussion. The relationship of the teacher to the superintendent, trustees, the patrons, and the community is analyzed, and the duties of the above officials are pointed out. The utilization of spare time, the recess and noon periods, after school hours, and kindred topics are treated. Taken while the Seniors are teaching, the course has a vital interest growing out of the daily contact in the school with the children, teachers, supervisors, and administrative officers.

Text: Hollister, *The Administration of Education in a Democracy*.

Three periods per week for the teaching section.

*The Rural High School 63:* This course contains much of the content of *Rural School Problems*. The study of these problems is made, however, from the special point of view of the high school and the high-school teacher. The following partial list of topics gives an idea of the course: The place of the rural high school in the scheme of education; rural school and rural life problems; organization and movements in the United States looking to their solution; course of study sanitation; the high-school teacher as the community leader; the school as the social center; the school as the center for demonstration and club work; the high-school library; public exercises; the high school as the center and source of information and inspiration in all community activities; analysis of conditions in Virginia; part the rural high-school teacher is to play in curing the defects found in the work and life of our high schools.

Text: Brown, *The American High School*.

Four periods per week for the third quarter.

*Practice Teaching 61-62:* Courses in principles and theories of education, methods of teaching various school subjects, and observation of teaching done by supervisors in the Training School, form the basis for a course in practice teaching. This course is required of every candidate for a diploma in courses 1, 2, and 3. Practice teaching is also given in course 4, with special attention to household arts subjects. Its purpose is to give to the student teacher the ability to put into practice the methods and principles which have previously been studied; efficiency in the method of presenting subject-matter; ability to control children; and skill and confidence to meet situations which arise in school work. Each student teaches the subjects of one or more grades, and is required to observe the teaching of the subjects in the other grades of the school. Every senior teaches half of each school day for a period of twelve weeks, and has definite observation and discussion work for twelve additional weeks. Educational tests are

given during the teaching term by each senior, thus assuring her acquaintance with the tests, and giving her a scientific basis for grading her students.

In addition to observation and practice teaching in the city training school, opportunity is given for observation and practice teaching in one of the near-by rural schools.

*Conference 61-62:* An hour each week is set aside for the head of the Department of Education and the Training School Supervisors to meet the seniors in a rather informal discussion of the problems that arise in practice teaching. Questions are freely asked and discussed; more practical and scientific methods of dealing with various situations are here formulated; and an attempt is made to show the weak and strong points in certain practices of the various teachers and grades. Special-day programs carried out in the grades by the teaching section are brought to the attention of the non-teaching section. Also brief reports are made from time to time on work that is being done in other schools with a view to the practicability of its introduction into the Virginia schools.

One period per week for the first and second quarters for teaching seniors.

*Observation and Discussion 63:* After seniors have completed their term of teaching, two periods per week for one quarter are set aside in which they may observe teaching in all the grades of the school, and meet with the director and supervisors for conferences and reports of work observed. This enables them to see the unity and continuity of the courses in the advancing grades, and to observe differences in the treatment of both students and subject-matter from the primary on up to the high-school grades.

In the high school this gives a special opportunity for seniors to observe the teaching of subjects other than those in the departments in which they have done their teaching.

Two periods per week for the third quarter.

#### OTHER EDUCATIONAL SUBJECTS

In addition to the above-outlined courses, special methods classes are given in Household Arts, Music, Nature Study, Agriculture, Fine and Industrial Arts, and Physical Education.

See these departments for full statement of courses.

## ENGLISH

Every department of instruction in the Normal School is urged to coöperate in the general policy of holding all students to a reasonable degree of correctness in the fundamental essentials of acceptable usage in spoken and written English.

There is no subject in the whole course which is more fundamental, since every department is affected by it and finds its work stronger or weaker as the work in English is strong or weak. One of the matters in which this appears prominently is that of the vocabulary. The student whose vocabulary is limited necessarily gains much less from the text-book, and never obtains the same ideas as the one who has a wider range. This is particularly true of those who are taking strictly professional work. It is almost safe to say that the one who brings an adequate preparation in English to the difficulties of this work derives twice as much from it. Applicants should take pains to observe all the requirements, as there is no other subject in which it is so necessary to be well prepared.

*English 11-12:* Elementary Composition, Grammar, Spelling, and Reading, with stress on drills to correct errors in speaking and writing; the development of the paragraph and the structure of the sentence; the writing of simple narrative forms, growing out of the experiences of the pupils; and the reading of carefully selected literary masterpieces. Through much oral reading and discussion in class the students are taught to read thoughtfully and with appreciation, and every effort is made to encourage a love for reading good literature. Special stress is also placed on oral composition. The prerequisites for the course are the same as the State requirements for entrance into an accredited high school.

Texts: Field, *Reading From English and American Literature*; Webster's *Secondary School Dictionary*.

Five periods per week for the session.

*English 21-22:* Composition and Literature. This course includes the study of the principles of composition and rhetoric, with special emphasis upon the development of the whole composition; frequent narrative and descriptive themes, written and oral; the intensive reading and study of at least five classics carefully selected from the State list; spelling; certain definite requirements in parallel reading.

Texts: Lewis and Hoscic, *Practical English for High Schools*; Webster, *Secondary School Dictionary*; selected editions of the classics studied.

Five periods per week for the session.

*English 31-32:* Composition and Literature. The work of this year continues the work of the first and second years in the high school, with frequent practice in the writing of descriptive and expository paragraphs. The principles of rhetoric are constantly applied to texts studied and an appreciation of the literature read is developed. A careful study is made of good forms for personal and business letters, and practice is given in every-day kinds of correspondence, explanation, description, and narration, with a view to gaining clearness, interest, and adequacy of treatment according to the purpose for which the writing is done. Correct spelling is insisted upon. A study is made of at least five classics of English literature, with a rapid survey of the literary epoch from which the classic is selected. Special emphasis is placed upon the development of the English Drama and the Novel. Parallel readings.

Texts: Lewis and Hosic, *Practical English for High Schools*; for reference, Metcalf, *English Literature*; Webster, *Secondary School Dictionary*.

Five periods per week for the session.

*English 41-42:* A study of American Literature with work in rhetoric and composition growing naturally out of such study.

Text: Newcomer-Andrews-Hall, *Three Centuries of American Poetry and Prose*.

Five periods per week for the session.

*English 51-52-53:* An intensive drill in the fundamentals of English. This course is planned to improve the student's use of oral and written English, and to develop in her a keen appreciation of the value of correct and effective English as an important tool in her preparation for teaching. Practice in note taking and outline making is given.

Along with the English fundamentals, some work is done in literature, Greek, Roman, and Norse myths. During the last quarter the emphasis is on Child Literature.

*English 51:* A study of grammar, composition, and literature with emphasis upon grammar; also a study of Greek and Roman myths.

*English 52:* A study of composition and literature with emphasis upon literature; also a study of Norse myths and Mediæval legends.

*English 53:* A study of Child Literature, Mother Goose, fables, fairy stories; also of the child's poets: Stevenson, Field, etc.

Two periods per week.

*English Classics 52-53:* A careful study of literary masterpieces, emphasizing those usually taught in high school.

Two periods per week.

*English 61-62-63:* A brief survey of English literature, in which a study of a few carefully selected masterpieces, representative of periods of national life, is made, followed by a study of literature by types. In this course an effort is made to familiarize the student with the distinctive forms or types of literature—the short story, the drama, the lyric, the essay, the novel—and to give to her an appreciation of the value of literature in individual and social life. One classic under each of these types, with emphasis on appreciation, is included in the course.

Three periods per week for the first, second, and third quarters, 62 being a repetition of 61.

*Reading and Story Telling 61-62:* The aim of this course is to help the individual students to easier and more effective oral reading, and to help them find the key to good story telling. To these ends much of the class time is taken in reading short selections and in telling stories by the various members of the class to the whole group.

Two periods per week.

## WRITING

To meet the need of teachers who are not acquainted with the muscular movement handwriting adopted by the State Board of Education, courses in handwriting are offered, with the twofold aim of making good writers and preparing good teachers of writing. The basis for the course is the work outlined in the Locker System.

*Writing 11-12:* This course consists of direct instruction in handling materials, posture, muscular movement, and such drill in the mechanics of writing as may be necessary to the formation of a legible, rapid, easy style of writing.

Two periods per week throughout the year.

*Writing 21:* This course is a continuation of the course offered in Writing 12, with more intensive drills.

Two periods per week for first term.

*Writing 51:* This course includes both drills in muscular movement handwriting and a full discussion of methods of teaching writing, with suggestions for using material in the State-adopted books under varying conditions in the classroom. Such questions are dis-

cussed as the psychology of handwriting; the physiology and hygiene of handwriting; adapting methods to the physical and mental condition of the child; how to conduct an effective drill in handwriting; standards of excellence in writing; measuring the quality of handwriting, using the Locker, Ayres, Thorndike, and Starch Scales.

Three periods per week for first quarter.

*Business Writing 52-53:* The worker in the business office must acquire a style of writing which combines legibility, speed and ease of execution. Much practice in penmanship beyond that given in the average school is necessary to fix correct writing habits and to insure a correct style for business use. Therefore, since the teacher of business writing should first master the subject herself, this course will consist of intensive drill and practice in business writing, based on the Locker System. The importance of combining legibility and speed is emphasized. In addition to a mastery of the subject the course will include a discussion of methods of teaching business writing.

Two periods per week for second quarter, five periods per week for third quarter.

## MATHEMATICS

Mathematics rightfully occupies an important place in the school curriculum and especially should this be true in a Normal School, for in whatever work the teacher may engage she will need the knowledge of mathematics and its principles. Mathematics often fails to command the proper respect of patrons and pupils because of the teacher's failure to emphasize its practical applications and to properly present business methods and customs. For this reason, the department especially emphasizes business methods and the applications of mathematics to practical life. Since good results in mathematics must be based upon a thorough working knowledge of the subject, the courses aim to give this knowledge and to strengthen the weak points in the student's mathematical training; to develop logical systematic thought; to train to clear, concise, and accurate expression; to develop and strengthen the reasoning powers of the pupil; to develop the spirit of original and independent work; and to bring out the unity of the subject throughout all its branches.

Courses are offered in Arithmetic, Algebra, Geometry, and Trigonometry in the Academic Department.

In the Professional Department are offered courses in Arithmetic, Solid Geometry, Plane Trigonometry, and Higher Mathematics.

*Algebra 11:* This course covers usual topics of Algebra from the beginning through fractions. Three weeks in the beginning of the session will be given to review of the fundamental operations of integers and fractions of Arithmetic.

Text: Wells and Hart, New High School Algebra.

Five periods per week for the first term.

*Algebra 12:* Prerequisite, Algebra 11 or its equivalent. This is a continuation of Algebra 11 and completes through quadratic equations.

Text: Wells and Hart, New High School Algebra.

Five periods per week for the second term.

*Algebra 21:* Prerequisite, Algebra 12 or its equivalent. In this course high-school algebra is completed.

Text: Wells and Hart, New High School Algebra.

Five periods per week for the first term.

*Commercial Arithmetic 22:* This course will cover the State Course in Commercial Arithmetic. The course aims (1) to produce speed and accuracy in the four fundamental operations of arithmetic, (2) to give a rapid review of arithmetic based on business problems, and (3) to acquaint the student with the laws, customs, and forms of the business world.

Text: Moore and Miner, Practical Arithmetic.

Five periods per week for the second term.

*Plane Geometry 31:* This course covers the usual theorems and constructions of books one and two of any good text. Use is made of supplemental propositions and problems. Emphasis is placed upon systematic graphical solutions and the relation of geometry to practical everyday problems.

Text: Wells and Hart, Plane Geometry.

Five periods per week for the first term.

*Plane Geometry 32:* Prerequisite, Plane Geometry 31 or its equivalent. This course completes the usual work of plane geometry.

Text: Wells and Hart, Plane Geometry.

Five periods per week for the second term.

*Solid Geometry 41:* Prerequisite, Plane Geometry 32 or its equivalent. This course completes the usual work of solid geometry.

Text: Wells, Essentials of Solid Geometry.

Five periods per week for the first term.

*Plane Trigonometry 42:*

Text: Robbins, *Plane Trigonometry* (with tables).

Five periods per week for the second term.

*Arithmetic 52:* This course is a review of the arithmetic of the elementary grades. Special drill is given in the fundamental operations of integers, common and decimal fractions, and the simple business applications of percentage. Class-room discussion will be based upon the Training School observation of the first, second, and third grades.

Text: Smith, *Modern Advanced Arithmetic*.

Two periods per week for the second quarter.

*Arithmetic 52A-53A:* This course is a thorough review of the subject matter of arithmetic from the teacher's standpoint. Class discussion will be based on the Training School observation of fourth, fifth, and sixth grades.

Text: Smith, *Modern Advanced Arithmetic*.

Two periods per week for the second and third quarters.

*Junior High School Mathematics 52:* This course correlates the work of the grades and of the high school, giving unity and a systematic grasp of mathematics. It also presents methods of teaching mathematics in Junior High Schools.

Text: Wentworth, Smith, and Brown, *Junior High School Mathematics*.

Two periods per week for the second and third quarters.

*Advanced Mathematics 61-62-63:* Such course in higher mathematics as the special class preparing to teach in High Schools may most need and demand.

## PHYSICAL SCIENCE

This department embraces courses in General Science, Chemistry, and Physics.

In General Science, while a textbook is prescribed it is not followed slavishly, but students are encouraged to collect and use materials which apply to the subject and which deal with the home and community interests. In the professional department attention is given to means and methods of adapting this subject to use under ordinary school conditions.

In Chemistry and Physics the aim is not primarily to give a foundation for advanced work, but (1) to prepare students to teach the subject; (2) to give scientific foundation for other related subjects,

(3) to equip the student to practically apply the knowledge to daily life and commerce. Thus treating the subject practically, the students lose none of the general knowledge of the subject, but gain many practical ideas for daily application.

*General Science 11-12:* This is an elementary introductory course in general science. The simpler phenomena and laws of Physical Geography, Botany, Chemistry, Physics, etc., are studied and their practical applications to everyday life are emphasized. A full laboratory course is arranged. Recitations are mainly based on demonstrations and individual experiment, thus training the student to draw conclusions and to discover facts and laws for herself. This course gives sufficient grasp of the sciences to afford an introduction to the several sciences which are studied more fully in the succeeding high-school years, as well as to give a broader appreciation of the general laws of nature for those who may take no further work in science.

Text: Clarke, *An Introduction to Science*.

Three single periods and two double periods per week for the session.

Laboratory fee, \$1.50 for the session.

*General Science 52-53:* This course is intended for those preparing to teach General Science in high schools. The subject is rapidly reviewed. Lecture-table experiments, practical experience in conducting a laboratory, designing and equipping of a laboratory is made a part of the course.

Text: Clarke, *An Introduction to Science*.

One single and one double period per week.

Laboratory fee, \$1.50 for the session.

*Chemistry 31-32:* This course includes the study of a standard textbook in order to give the student a comprehensive and connected view of the fundamental theories and laws of chemistry. Instruction is given by lectures, demonstrations, and recitations. The lectures deal with fundamental theories and laws of the subject, the more common elements and their compounds, the application of chemistry to daily life, and are illustrated by many lecture-table demonstrations. Reference is made on all occasions to practical problems, especially to those of the farm and household.

Each student is required to perform a fixed number of experiments, which are intimately connected with the textbook, in order to gain a clear conception of the underlying principles, to acquire skill in manipulation, to become keenly observant, to obtain knowledge of natural phenomena by directed experimentation, and to independently reason

out the explanation of the observed phenomena. Besides the experiments connected with the textbook, the students perform many experiments of a practical nature, both qualitative and quantitative. Complete and systematic notes of experiments are required. The form and composition of the notebooks are frequently criticized.

Text: Morgan and Lyman, Chemistry and Laboratory Manual.

Three single and two double periods per week for the session.

Laboratory fee, \$3.00 for the session.

*Physics 41-42:* This course covers the requirements of the Virginia accredited high school and gives the student an understanding and appreciation of the general principles underlying the most important laws of the science. Carefully kept notebooks on the laboratory work, which forms a major part of the course are required.

Text: Carhart and Chute, Physics with Applications.

Three single and two double periods per week for the session.

No laboratory fee.

*Home Chemistry 52-53:* This course is intended for Household Arts students who have had no previous chemical training. It will bring out the relation between the fundamental principles of chemistry and their applications, and will emphasize the applications to things of practical interest in the home.

Text: Rowley and Farrell, Principles of Chemistry Applied to the Household.

One single and two double periods per week.

Laboratory fee \$1.00 per quarter.

*Home Chemistry 61-62-63:* This includes the laboratory study of such chemistry as finds application to everyday life. The analysis of textiles, soils, plant foods, water, milk, and foods of all types; the testing of food preservatives, paints and oils; the determination of food values; the detection of coal-tar dyes; the identification of vegetable colors; a study of adulterations, raffia dyeing, and the chemistry of stains—suggest the general character of the work of this course. The preparation of a large number of typical chemical compounds of value to the intelligent householder, and the economic phase of a practical knowledge of the subject of chemistry in relation to the home, are important points of emphasis.

Texts: Allyn, Elementary Applied Chemistry, and Bailey, Sanitary and Applied Chemistry.

One single and two double periods per week.

Laboratory fee, \$1.00 per quarter.

*Household Physics 61-62-63:* This course will consist of a review of those parts of physics which are necessary for the understanding of common home appliances. Emphasis is placed on the practical knowledge and use of the everyday household appliances such as electric vacuum cleaners, sewing machines, modern electric lighting equipment, etc.

Text: Butler, Household Physics.

One single and one double period per week.

Laboratory fee, \$1.00 per quarter.

### RURAL ARTS

In the Rural Arts Courses are comprised those subjects which are interesting and important for a girl to know if she is to have a large sympathy with rural life conditions and to become a factor in the betterment of those conditions. The various courses in Agriculture, Rural Economics, Nature Study and School Gardening are taught from the experimental and observational standpoint. Our own school farm, on which vegetables, chickens, hogs, flowers, etc., are actually raised, forms a large part of the laboratory for these courses. This is supplemented by the indoor laboratory. Thus unusual opportunities are afforded for practicalizing these courses.

*Agriculture 31-32:* The work in this course consists of lectures, reading assignments, demonstrations and experiments, school garden work, and field excursions.

*Agriculture 31:* The plant and its environment; crop rotation; classification of economic plants; local crops studied as type plants.

Text: Principles of Agronomy.

*Agriculture 32:* Farm animals; breeds, judging; principles of feeding; care and management.

Text: Warren, Elements of Agriculture.

Reference: Harper, Animal Husbandry.

No Laboratory fee.

*Rural Economics 41-42:* This course is planned to give the student a better appreciation of rural life, that they may be more able to solve the problems that they will meet in the rural communities. Each topic is treated in its economic relation.

*Rural Economics 41:* The Business and Industrial Aspect. Farm administration, farm management; lay-out of farm; farm records and farm accounts; farm equipment; farm buildings, location, plan-

ning, grouping, materials used in construction; water supply; system of lighting and heating; markets and methods of marketing; institutions of credit.

Text: To be selected.

Two periods per week for the first term.

*Rural Economics 42:* Community Aspect. Rural problems, coöperative agencies, community improvement, farm organizations, rural sports, and recreation.

Text: Same as in 41.

Two periods per week for the second term.

*Agriculture and Methods 52-53:* This course involves two phases: (a) Acquiring the facts and principles of agriculture; (b) methods of teaching agriculture.

*Agriculture and Methods 52:* This part of the work deals with the fundamental principles of crop production, farm animals and their care. It includes a limited amount of field and laboratory work.

Text: Warren, Elements of Agriculture.

One single and one double period per week for the first quarter.

*Agriculture and Methods 53:* Type lessons are planned and taught; laboratory and field work outlined; courses of study for high-school agriculture are examined and compared; the importance of experiments; demonstrations, field trips, and observational lessons are emphasized. The following questions are considered: The demand for practical instruction in the high schools; the place of agriculture in the curriculum; correlation between agriculture and other subjects; selection of suitable material and equipment for the various topics of the course. Each student is required to work out at least one practicum in connection with the course.

Text: Hummel, Materials and Methods in High School Agriculture.

One single and two double periods per week for the third quarter.

Laboratory fee, 25 cents per quarter.

*Nature Study and Methods 51-52-53:* The purpose of this course is to lead the student into an intelligent appreciation of the relation existing between herself and the things which make up her environment, such as living forms, water, soils, and rocks; or to have her learn "those things in nature that are best worth knowing, to the end of doing those things that make life most worth the living." Type lessons are planned and taught at various times during the work. Throughout the course the teaching methods are emphasized.

*Nature Study 51:* Fall Aspect. Study of insects, birds, trees, shrubs, fall flowers, plants of the garden, weeds, selecting seed corn, propagation of plants by cutting, and bulbs; forestry, propagation of plants by budding and grafting, judging seed corn; window gardens and forced plants.

*Nature Study 52:* Winter Aspect. Principles of psychology applied to Nature Study teaching; lesson plans; type lessons; principles of vegetable gardening; garden planning.

*Nature Study and Methods 53:* Spring Aspect. Insects, birds, trees, shrubs, spring flowers, seed germination, planting and care of school garden, visiting and working with home garden clubs.

One single and two double periods per week for the third quarter.

Text: Hodge, *Nature Study and Life*. A reference library of carefully selected books is at hand. But the best reference book is the book of nature, illustrations from which may be found upon the school farm with its running brooks, sloping hillsides, and sheltered valleys, and in its myriads of living things.

Laboratory fee, 25 cents per quarter.

## HISTORY

The work of the course in history is arranged to trace the growth and development of civilization, and to enable the student to understand and interpret the world of which she is a part. The aim of the study of history is to bring the past into manifest relations to the present, and to show how historical ideas and experiences are the controlling forces in our social and industrial life. History should give a student a much clearer understanding of the political and social world around her.

The courses in industrial history and civics give the student an opportunity to study the commercial and industrial development of the nations, and the political progress of the people, and supplement the work in history.

The work of the professional classes is designed to prepare the student to teach history and government, by carefully and systematically studying the materials and methods in history in the elementary school, and in the high school, and by practice teaching.

The school library is well selected and comprehensive, and contains suitable books, maps, and magazines for study and reference in history, economics, and civil government.

*Stories of Greece 11:* The purpose of this course is to fix in the memory the most conspicuous features of life in ancient Greece. It is

a study of mythology, the habits and customs of the people, and important personages of Greece, given in preparation for a more advanced course.

Five periods per week for the first term.

*Stories of Rome and England 12:* As in Course 11 stress is laid upon important personages and the habits and customs of the people of Rome and England. It is designed to give the students a knowledge of these countries as the birthplaces of democracy.

Five periods per week for the second term.

*Mediæval and Modern History 21:* A careful study of mediæval institutions and customs, and the development of Western Europe from the ninth century to the discovery of America. The purpose of this course is to give a clear understanding of the formative period of the life of modern times.

Texts: Robinson, Mediæval and Modern History; Ogg, Source Book of Mediæval History; Robinson, Readings in European History.

Five periods per week for the first term.

*Mediæval and Modern History 22:* This course includes the period of discovery and exploration, the Reformation, the Industrial Revolution, the changes from the old régime to the new, and Europe since 1815 and its relations to America. Discussion, readings, topical recitations, oral and written reports, map drawing.

Texts and time same as in 21.

*Social Problems 31-32:* This course is given for beginners in the field of social studies. Its aim is to give the students an understanding of present-day social conditions. Students are encouraged to bring to class items of information from monthly, weekly, and daily publications, bearing upon the different topics taken up for class discussion.

Text: Towne, Social Problems.

Three periods per week for the first and second terms.

*American History and Civics 41-42:* This course includes a careful study of the history and government of our country. Virginia history and government, local history, and current events are carefully considered. Visits are made to historic places.

*American History and Civics 41:* From the discovery of America to Washington's administration; Colonial government; the framing of the Constitution; the organization of the new government of the United States. Social, industrial, and political questions are studied.

Texts: James and Sanford, American History; Ashley, The New Civics.

Five periods per week for the first term.

*American History and Civics 42:* From Washington's administration to the present day. The growth and development of the United States is carefully studied. Attention is paid to contemporary history and to current events.

Texts and time same as in 41.

*Greek and Roman Hero Stories 51:* This is a course designed to help those who expect to teach history. Stress is laid upon the outstanding characters of Greece and Rome, their part in the building of their nation and their contribution to civilization.

Three periods per week for the first quarter.

*History Epochs 52:* A rapid synopsis of the leading events of modern history—The Era of the Reformation, the industrial and political revolutions of Europe, the settlement of the American Colonies, the formation of the union, division, and reunion, and the world war are included in this course. Lectures, class discussions, reference readings, and oral and written reports.

Three periods per week for the second quarter.

*American History and Civics 53:* This course takes up the main features in the development of our nation from the formation of the union to the present time. Stress is laid upon the political, social and industrial factors which have contributed greatly in the making of America of to-day.

Three periods per week for the third quarter.

*American Hero Stories 51:* This is a course designed to help those who expect to teach history. Stories of the most important characters are taken up and discussed in order to give the students a thorough knowledge of the greatness of those who have contributed to the making of America of to-day.

Three periods per week for the first quarter.

*Greek and Roman Hero Stories 61:* Same as Greek and Roman Hero Stories 51, repeated for those who have not taken 51.

Three periods per week for the first quarter.

*Greek and Roman Hero Stories 62:* Same as Greek and Roman Hero Stories 61, repeated for teaching seniors.

*American Hero Stories 61:* Same as American Hero Stories 51, repeated for those who have not taken 51.

Three periods per week for the first quarter.

*American Hero Stories 62:* Same as 61, repeated for teaching seniors.

*Modern European History 61-62-63:* Type studies from the Era of the Reformation to the present time; discussions, lectures, readings, source exercises, oral and written reports; planned to help those teach in the high school.

*Modern European History 61:* From the Era of the Reformation to the Congress of Vienna. Social and economic questions and the governments of Europe are studied.

Text: Robinson and Beard, *Outlines of European History*, Vol. II.  
Three periods per week for the first quarter.

*Modern European History 62:* Same as 61, repeated for teaching seniors.

*Modern European History 63:* From the Congress of Vienna to the present time. Changes in government, social and industrial movements and contemporary events are studied.

Text: Robinson and Beard, *Outlines of European History*, Vol. II.  
Three periods per week for the third quarter.

*Advanced American History 61-62:* This is a course in recent American History, designed to give the student a thorough acquaintance with contemporary issues and problems in our history and with the sources from which these sprang. It traces the political, social, and economic development of the United States in the past generation, and emphasizes new issues and policies. Attention is paid to the factors influential in the growth of imperialism and the change from a policy of isolation to a dominant position as a world power.

*Advanced American History 61:* This course begins with the issues growing out of the War between the States and takes up the history of the United States to 1900. Discussions, lectures, source exercises, oral and written reports.

Three periods per week for the first quarter.

*Advanced American History 62:* Same as 61, repeated for teaching seniors.

*Advanced American History 63:* From 1900 to the present time. Special stress is laid upon the social, industrial and political life of our nation.

Three periods per week for the third quarter.

## GEOGRAPHY

The Department of Geography seeks through its courses to deepen the appreciation of the world as the dwelling-place of man, and to provide the prospective teacher a richer background of content to meet the problems of one of the fundamental subjects of the elementary grades. The course seeks to exhibit the intimate relation of man to his physical environment, and the interplay of these forces upon each other. Recognizing the fundamental importance of social and economic forces in this environment, especially in view of the upheavals due to the recent war, the course seeks to view Geography under the perspective of a world whole. The problem method is followed throughout the course, and the student gains means of seeking and gathering material for the classroom by doing such work herself. The correlations of Geography are shown in some detail, giving an integral knowledge of such activities in a school curriculum. In this manner, the broadest foundations which the time will permit are given intensive study.

*Commercial and Industrial Geography 41-42:* This course embraces a consideration of the industries and commerce of the world. It includes a survey of ancient and mediæval trade routes, modern colonization, the areas of production of the great staples and minerals of the world, means of transportation, manufacturing areas, and such like topics. The causes leading to existing industrial conditions are traced. The influence of trade and commerce on civilization is emphasized and racial interdependence is shown. The dependence of Commercial Geography upon physiographic conditions is considered. Special attention is paid to the commercial development of the United States. A complete collection of some 1,200 specimens ranged under thirty-eight topics forms the laboratory equipment.

Texts: Brigham, *Commercial Geography*; laboratory specimens and lectures for *Industrial Geography*. Reference books.

Two periods per week for the session.

*Geography 51:* This is an advanced course in general geography. The course embraces not merely a review of the essential facts and principles of geography, but includes a broader grasp of the subject than is usually demanded in the elementary school requirements. The course is intended to provide a deeper knowledge and appreciation of the subject so as to enable students, from the subject-matter standpoint, to become more skilful teachers. In addition to the usual maps, globes, samples of products, etc., used as aids in teaching, the planetarium is used in teaching the motions of the earth and change of seasons, and the balopticon is employed with the large Underwood

and Underwood collection of slides to show pictures of places, scenes, and industries studied, in order to give a more realistic touch to the subject. Physical and mathematical geography form the basic matter of the course. Constant reference is made to other texts and readers, and to current geographical and general periodicals.

Reference Text: Tarr and McMurry, Advanced Geography.

Two periods per week for the first term.

*Home Geography 52-53:* This course prepares teachers for work with young children in the primary grades. Beginning with familiar factors in the environment of the child, the prospective teacher is instructed how to lead the child mind by progressive stages to an interest in the geographical factors of the home community. Fredericksburg and environs are given intensive study as an example of a typical school vicinity. The course broadens along lines which ensue in a detailed study of the State of Virginia, and the region east of the Appalachians. The play element and dramatization, field trips and collecting, and the correlations receive special attention.

One period per week for the second and third quarters.

*Project Geography 52-53:* The aim of this course centers around the organization of the classroom for the study of citizenship and geography. The prospective teacher is instructed how to awaken the child to a keen interest in the great world about him, and to keep his curiosity constantly whetted by problems which grow out of his own life and environment. The interest thus kindled leads to the assignment of individual projects in which the whole class unites for discussion and elaboration. In this manner, industry and agriculture, transportation and commerce, and their relation to physiography and climate are brought into view in an intensive study of the United States, and those countries with which it has most direct relation. The child's horizon is gradually extended to include the continent of North America, and through this medium, the world view emerges with its general study of other continents and lands, their peoples, customs, and industries. Interest in map-making and statistics grow out of the child's own investigations, and the correlations with English, arithmetic, history, drawing, and nature study are thus established. The making of class and school collections is specifically treated. The course gives special emphasis to problems of geography instruction in the grammar grades.

One period per week for the second and third quarters.

*Economic Geography 52-53:* The study deals in brief with the principles of economics in relation to commerce, industry, and geography. A survey of the history of modern industry is related to geographical

influences, immigration, and political and social institutions. Production, consumption, distribution, transportation, manufacturing, credit, natural resources, conservation, and the law of supply and demand are among the topics treated. The areas of plant, animal, and mineral products are studied in relation to transportation and industrial development. The study of man and the progress of civilization show the interdependence and solidarity of the human race. The course provides a full, rich background for the teaching of Civics, and of Industrial and Commercial Geography in high schools.

One period per week for the second and third quarters.

## BIOLOGY

*Elementary Biology 21-22:* This course is designed to give the student a more intelligent appreciation of her environment, and to form a basis for her work in Nature Study, Agriculture, and Household Arts. The parts of plants are studied; plant pathology; conditions essential to plant growth; plants in their relation to human welfare; the structure and habits of some of the higher animals, including man; and also of a few typical lower animals, such as butterflies, grasshoppers, flies, birds, frogs, and fish; the functions of various animal organs, the way organisms respond to environment, the relation of lower animal life to human life, and the way the happiness of human beings is affected by the animal life about them.

Text: Peabody and Hunt, Elementary Biology. Field trips replace laboratory work to a limited extent.

One single and two double periods per week.

Laboratory fee, \$1.00 per term.

*Educational Biology 51:* This course lays the foundations for those principles of life, and processes of education which concern the professional work of the teacher. The aim is of behavior and function rather than structure. Growth and development are studied in relation to reproduction, heredity, and eugenics, environment and adaptation, evolution and individual development, instinct, habit, and the learning processes. The nervous system is studied in direct preparation for educational psychology, and consciously correlated with educational theory. The biological, social, and educational significance of the cell and inheritance, adaptation and evolution are given special attention.

Text: Conn, Biology.

One single and two double periods per week in the first term.

Laboratory fee, \$1.50.

*Household Bacteriology 52:* This course treats of the practical principles in relation to micro-organisms in the home. Molds and decay of fruit, yeasts and fermentation, bacteria and preserving and canning, disease bacteria and prevention of contagious diseases are among the subjects treated. In the laboratory, the principles of sterilization, and the action of bacteria in air, water, and milk are given practical study. The student is given instruction in the methods of discontinuous boiling, and of the pressure cooker both in canning and in preparation of foods. The aim is to give the home economics teacher and the home-maker an understanding of the invisible enemies which must be combatted in the home.

Text: Conn, *Bacteria, Yeasts, and Molds in the Home*.

One single and two double periods per week in the second term.

Laboratory fee, \$1.50.

*Personal and Civic Hygiene 61-62:* The emphasis upon the principles of hygiene and sanitation is of interest to the teacher in the school, the home, and the community. The human body and its functions; the growing child in the schoolroom; the school plant, site, heating, ventilation, illumination; the personal life in diet, sleep, exercise, fatigue, etc.; bacteria and disease, and diagnosis of diseases apt to occur in the schoolroom; emergency in injuries and first aid, are among the topics treated. The broader aspects of the teacher in the community, and community health and sanitation are also considered.

Constant reference is made to texts on various subjects treated in the classroom.

Two single and one double period per week in the first term.

The work of the first term is repeated for the non-teaching seniors.

*General Biology 61-62:* This course is given in 1920-21 only for seniors who have not had Biology. The ground covered is essentially the same as in Biology 51, except that work of slightly more advanced character is done.

Text: Conn, *Biology*.

One single and two double periods per week in the first term.

The work of the first term is repeated in the second term for the non-teaching seniors.

Laboratory fee, \$1.50 per quarter.

## LATIN

The study of Latin exacts close observation and increases analytic power. It gives a cultural tone to life. It is, in an important sense, the source book of American literature. The structure of the English language can, in many of its points, be best understood and appreciated through a study of the primitive Latin sources.

Teachers wishing to enter high-school work will possess a commanding advantage if they have a well-grounded knowledge of Latin, inasmuch as women teachers conversant with this subject are comparatively few, and there is a widespread demand in our high schools for teachers who can teach Latin.

The beauties and charms of the language itself and a coincident insight into the literary and historical setting of Roman life during the classical period offer a strong incentive also for a mastery of Latin.

In the Latin course stress is laid upon the relationship of Latin and English, their idioms are constantly contrasted and compared, and the student is made to feel the vital influence of Latin upon our English speech. In all of the courses in Latin thoroughness is insisted upon.

*Latin 11-12:* In this course the study of Latin is begun and the student is thoroughly drilled in forms.

*Latin 11:* In this term emphasis is placed on declension of nouns and pronouns; and daily drill in forms and translation is given.

Text: Smith, Latin Lessons.

Five periods per week for the first term.

*Latin 12:* The work of this term comprises constant drill in forms, and especially in the conjugation of verbs; daily exercises in the translation of Latin into English and English into Latin; drill in sight reading.

Text: Same as in 11.

Five periods per week for the second term.

*Latin 21-22:* This course consists in the reading of four books of Cæsar and constant drill in forms and translation into Latin.

*Latin 21:* Topics: A brief review of forms and leading points of syntax; study of the life, personality, and career of Cæsar; exercises based on Cæsar; translation of Books I and II of Cæsar's Gallic War.

Texts: D'Ooge and Eastman, Cæsar in Gaul; Bennett, Latin Grammar.

Five periods per week for the first term.

*Latin 22:* Topics: Translation of Books III and IV of Cæsar; constant drill in sight reading; comparison of Cæsar's methods of fighting with the methods used to-day.

Texts: Same as in 21.

Five periods per week for the second term.

*Latin 31-32:* In this course students are required not only to read six orations of Cicero, but also to become thoroughly acquainted with Cicero's career and the events causing the orations to be delivered.

*Latin 31:* Topics: Review of forms; systematic study of Latin syntax; study of the life and times of Cicero; translation and study of the first three orations against Catiline; translation of English into Latin.

Texts: Allen and Greenough, Cicero; Bennett, Latin Grammar; Bennett, New Latin Composition.

Five periods per week for the first term.

*Latin 32:* Topics: Translation and study of the fourth oration against Catiline, Archias, and the Manilian Law; translation of English into Latin; constant drill in sight reading; study of English words derived from the Latin.

Texts: Same as in 31.

Five periods per week for the second term.

*Latin 41-42:* In this course six books of Vergil's *Æneid* are read. Stress is put not only on the translation of the text, but also on the beauty of Vergilian poetry.

*Latin 41:* Topics: Complete review of Latin grammar; advanced exercises, involving the typical construction of syntax; study of the life and times of Vergil; translation of the *Æneid*, Books I, II, and III; Roman mythology and religion; a careful study of the dactylic hexameter with constant practice in rhythmical reading of the text.

Texts: Bennett, New Latin Composition; Fairclough and Brown, Vergil; Bennett, Latin Grammar. Reference books in library.

Five periods per week for the first term.

*Latin 42:* Topics: Continuation of the work of the first term; translation and study of the *Æneid*, Books IV, V, and VI; assigned reading from standard works on Vergil and his writings; translation of English into Latin.

Texts: Same as in 41.

Five periods per week for the second term.

*Latin 52-53:* This course is designed for students who are preparing to teach Latin in two- or three-year high schools. Subject-matter as well as methods are stressed. Prerequisite, at least four years of high-school training in Latin.

*Latin 52:* Topics: Selections from Horace's odes; careful study of the meters of Horace with constant practice in rhythmical reading; assigned readings from standard works on Horace and his writings; comparison of the odes with representative English lyrics; prose composition.

Texts: Game, *Teaching High School Latin*; Bennett, *Latin Grammar*; Shorey, *Horace*; *Latin Prose Composition* (to be selected). Library reference.

Three periods per week for the second quarter.

*Latin 53:* Topics: Continuation of the study of Horace's odes; prose composition; methods of teaching high-school Latin; model classes conducted by the students.

Texts: Same as in 52.

Three periods per week for the third quarter.

*Latin 61-62-63:* This course is designed to give a wider knowledge of Latin to students who desire to teach this subject.

*Latin 61:* Topics: Translation of Livy's Hannibalic War; character and value of Livy's History; the syntax and style of his language; advanced prose composition; private life and customs of the Romans.

Texts: Wescott, *Livy*; Gildersleeve, *Grammar*; Gildersleeve, *Latin Prose Composition*; Johnston, *Private Life of the Romans*.

Two periods per week for the second quarter.

*Latin 63:* Topics: Selections from Cicero's letters; Cicero's career as a politician and patriot; advanced prose composition; private life and customs of the Romans.

Texts: Same as in 62.

Two periods per week for the third quarter.

Latin 62 is a repetition of 61.

## FRENCH

In the last few years we have been brought into such close relationship with France that it is most unfortunate not to have some knowledge of the French language. Hardly a day passes that we do not find

French phrases in magazines and papers. For this reason French is one of the most practical subjects that the students of to-day can take. The aim of the French course is to impart an intimate knowledge of a living language closely related to actual life. The student begins reading on the first day of the course, and has constant training in speaking and thinking in French.

*French 31-32:* In this course the study of French is begun, and the student is thoroughly drilled in pronunciation and in the elements of grammar.

*French 31:* Oral work, leading to conversation, is begun at once; rapid reading of graded French; study of simple rules of French grammar; constant drill in translation of English into French.

Texts: Méras, *Le Premier Livre*; Méras and Roth, *Petits Contes de France*.

Five periods per week for the first term.

*French 32:* Continuation of the work of the first term; constant drill in rapid sight reading of French; drill in conversation.

Texts: Same as in 31.

Five periods per week for the second term.

*French 41-42:* In this course the student is taught to read ordinary French with ease and rapidity. Constant drill is given in conversation, translation from English into French, and French grammar.

*French 41:* Topics: Irregular verbs, grammar, weekly exercises, reading, conversation, memory work.

Texts: Chardenal, *Complete French Course*; Halévy, *L'Abbé Constantin*; Labiche et Martin, *La Poudre aux Yeux*; Dumas, *La Tulipe Noire*.

Five periods per week for the first term.

*French 42:* Continuation of the work of the first term; some study of French art and literature.

Texts: Same as in 41.

Five periods per week for the second term.

*French 52-53:* This course is designed to add to the student's knowledge of French and also to give some practical suggestions for conducting a first-year French class. Prerequisite, two years of high-school French.

*French 52:* Topics: Advanced French prose; translation of selections from the short story, comedy, and novel of the nineteenth century; rapid and sight reading of French; special emphasis on careful and fluent pronunciation; constant practice in speaking French.

Texts: Fraser and Squair, Grammar; Sands, *La Mare Au Diable*; Dumas, *Les Trois Mousquetaires*; Hugo, *La Chute*, etc.

Three periods per week for the second quarter.

*French 53:* Topics: Continuation of the work of the first term; special attention to methods of teaching French.

Texts: Same as in 52.

Three periods per week for the third quarter.

*French 61-62-63A:* This course is designed for Household Arts seniors who have not studied French. The study of French will be begun, and emphasis will be placed upon French cookery terms and menus.

*French 61A:* In this course the study of French is begun, and the student is thoroughly drilled in pronunciation and the elements of grammar.

Texts: Méras, *Le Premier Livre*.

Three periods per week for the first term.

*French 62A:* Repetition of 61A.

*French 63A:* Continuation of the work of the first term; drill in conversation and in the use of French cookery terms.

Texts: Same as in 61A.

*French 61-62-63:* This course is designed for students who have had three years of training in French. Ability to translate French with ease is insisted upon.

*French 61:* Topics: Reading and study of some of the great classic dramas of the seventeenth century; summaries and reviews of books read; conversation.

Texts: Fraser and Squair, Grammar; Racine, *Esther*; Corneille, *Le Cid*; Molière, *Le Bourgeois Gentilhomme*, and *Le Médecin Malgré Lui*.

Three periods per week for the first quarter.

*French 62:* A repetition of French 61.

*French 63:* Topics: Rapid reading of French; advanced French prose; conversation; study of French literature.

Texts: Same as in French 61.

Two periods per week for the third quarter.

### HOUSEHOLD ARTS

Household Arts or Home Economics include a study of those subjects which have to do with the welfare of the home, such as courses in foods, food chemistry, textiles and clothing, the house and its furnishings. So much does the health, happiness and even life of the individual, and the welfare and advancement of the nation, depend upon the home that we believe home-making should be regarded as a profession and be given the most serious thought; that every woman should have some training in this most important of all professions; that a school which stands for the betterment of human life in every way can not afford to disregard so important a phase of life. For these reasons the courses of study have been planned with the aim to develop ideas of better home life, to gain knowledge of the needs of the body and of each individual in the home, to create interest in all details of the home and its management, to give true ideas of economy in labor, time and money, and to gain the knowledge of the proper selection and uses of the foods and textiles, in order to use them to the best advantage in the home.

All students who enter classes in cookery must be provided with two uniforms made of white cotton material, such as nurses' cloth, Indian Head or poplin, and fashioned by *Ladies' Home Journal* Pattern number 900 or 555 and two white gored aprons with bibs.

*Household Arts 31-32A:* Clothing and Textiles. This course includes the making of the fundamental stitches; practice in drafting and use of patterns; a brief study of textiles; the use and care of sewing machines and attachments; care and repair of clothing; proper selection of materials and designs for problems with reference to suitability, beauty, and cost; garment making.

Fee, 50 cents for session.

One single and two double periods per week.

*Household Arts 41-42:* Foods and Cookery. The purpose of this course is to make a study of the food principles, their composition, structure, nutritive value, cost, and uses in the body, heat and its

application to cooking and its effects upon the different foods; the principles of cookery. Skill in the manipulation of tools and materials is emphasized.

Text: Greer, Textbook of Cooking.

Fee, \$1.50 for session.

One single and two double periods per week.

*Foods and Cookery 51-52:* First and second quarters. This course includes a study of foods—their composition, nutritive value, uses in the body; principles of cooking and their application through the preparation of foods; planning, preparation, and serving of meals.

Text: Greer, Text Book of Cooking.

Laboratory fee, 50 cents per quarter.

One single and two double periods per week.

*Advanced Cookery 52-53:* Household Arts 41 or its equivalent is a prerequisite for this course. A study of principles of cooking applied to the preparation of more complex mixtures of food materials; food study with reference to combinations, marketing, cost; planning, preparation and serving of menus.

Laboratory fee, \$1.00 per quarter.

One single and two double periods per week.

*Advanced Sewing 53:* Clothing.

(A) Clothing: This course presupposes the work of Household Arts 31-32 or its equivalent, and includes advanced problems and processes in hand- and machine-made garments. Emphasis is placed on the care and repair of clothing by cleaning, renovation, dyeing, darning, and patching; clothing budgets.

Text: Fales, Dressmaking.

Fee, 50 cents.

One single and two double periods per week.

*Household Arts 53:* The application of the fundamental stitches, seams, study of textiles, and finishes to simple articles, and the making of three garments.

Text: Dooley, Textiles.

Fee, 50 cents.

One single and two double periods per week.

*Clothing 61-62-63:* The purpose of this course is to teach the principles of dressmaking, practice in accurate measurements, drafting patterns, adaptation of patterns, designing garments, economical

cutting and fitting, the principles of good design as applied to clothing, tailored and other finishes suitable for dresses of different materials. Practical work consists in making dresses of cotton, wool, and silk materials and remodeling garments.

Text: Fales, Dressmaking.

Fee, 25 cents per quarter.

One single and one double period for one quarter each, and one single and two double periods for the last quarter.

*Foods and Cookery 61-62:* This course includes a close study of the problems of menu-making; planning meals; different styles of table service; soups, entrées, and sauces; salads, desserts, with various methods of preparation and garnishings; cooking and serving breakfasts, luncheons, and dinners. Lectures, class discussion, laboratory, and reference readings.

Text: Fannie Farmer, Boston Cook Book.

One single and two double periods per week.

Fee, \$1.00 per quarter.

*Home Nursing 63:* It is intended that the student shall get the fundamentals of home nursing in this course.

The course includes a study of the best type of room for the sick and its care, care of the sick, making of the bed and lifting of patient, planning and serving meals, causes and prevention of contagious diseases, taking of the pulse and temperature.

Two periods per week for the last quarter.

Texts: Harrison, Home Nursing; Virginia Health Bulletins.

#### FINE AND INDUSTRIAL ARTS

Art instruction in a Normal School has a slightly different purpose from Art instruction in an Art school. The Art school trains the professional artist. The normal school art course is designed to give such instruction in Fine and Industrial Arts as will enable the average individual to intelligently meet such problems in Art as will confront her in the school and in the home.

The work offered in the High School Department is given for its cultural value. In the professional courses the aim is to thoroughly acquaint the student with the principles of art, and at the same time to apply and adapt these principles to Public School needs.

Fees in this department cover cost of all tools and materials used.

The principal reference books used in this department are: Arthur W. Dow, Composition; Ernest Batcheller, Design in Theory and Practice; The Industrial Arts Text-books; The Applied Arts Draw-

ing Books; The Art Course for Chicago Public Schools; Marten, Manual Training Play Problems; Brigham, Box Furniture; Vaughn, Printing and Bookbinding; Frederick Whitney, Blackboard Sketching; Pellew, Dyes and Dyeing; White, How to Make Baskets; Davidson, Concrete Pottery and Garden Furniture; Dewey, Industrial Education in the Elementary Schools; Forman, The Story of Useful Inventions; Katherine E. Dopp, Place of Industries in Elementary Education, The Tree-Dwellers, The Early Cave Men, The Later Cave Men; Ballard, Handwork as an Educational Medium; Johnston, Writing and Illuminating and Lettering; Dillaway, House Planning and Furnishing, Decoration in the School and Home; Cox, Pottery; Binns, The Potters' Craft; Noyes, Handwork in Wood; Brace and Mayne, Farm Shop Work; Bolman, Art in Dress; Eberlien and McClure, The Practical Book of Period Furniture; Bailey, Art Education; Thatcher, The Story of Paper Making, The Story of Books, Simple Soldering; Alpha Portland Cement Co., Blueprint Service Sheets.

*Drawing 22:* Free-hand perspective and constructive drawing. This course is given to drawing showing the use of the T square, triangles, compass, curves, and figures necessary for geometric problems, and the drawing of simple chemical apparatus, such as the bunsen burner and its parts, test tubes, beakers, ring stands, funnels, and jars.

Two periods per week for the second term.

Fee, 75 cents.

*Industrial Arts 21-22:* The purpose of this course is to give a working knowledge of simple soldering, use of woodworking tools, finishing materials for wood, some basketry and hand-built pottery with firing of pottery kiln and glazing. The projects will be selected from the following: mending utensils, making magazine and book racks, foot-stools, flytraps, bird houses, utensil and canning racks, towel roller, flower pedestal, tabourets and waste-baskets, sandwich-trays and work-baskets, vases and tea sets.

One double and one single period per week for the session.

Fee, \$2.50 for session.

*Drawing and Design 31-32:* The emphasis in this course is upon the principles of design and color study in lettering and designing posters, elementary costume design and simple home decoration. Some time is also given to representative drawing.

Two periods per week for the session.

Fee, \$2.00 for the session.

*Elementary Bookbinding and Lettering:* Some of the projects are: Kodak and scrap-books; notebooks using loose-leaf, hinged cover; books sewed on tapes, case cover; binding magazine articles and book mending; making portfolios and desk pads. The study of paper-making and bookbinding with a brief history of each is taken up in the course. A working knowledge of simple alphabets and the principles of spacing are also included.

One double and one single period per week for the session.

Fee, \$3.00 per session.

*Drawing and Handwork 51-52-53:* The purpose of this course is to prepare students to teach drawing and handwork in the public schools.

*Drawing and Handwork 51:* In the first quarter the principles of drawing for representation are developed. A discussion of the application of these principles of drawing in the various grades is included.

Two periods per week.

Fee, \$1.00.

*Drawing and Handwork 52:* This quarter is spent in studying the principles of design. The problems are those which the student will actually teach in the grades.

Two periods per week.

Fee, \$1.50.

*Drawing and Handwork 53:* The first part of this quarter is spent in working out problems in industrial arts; the second part emphasizes the theory and practice of teaching art. Observations and discussions are included.

Two periods per week.

Fee, \$1.50.

*Industrial Arts 52-53:* This course is designed to prepare students to teach industrial arts in the primary and grammar grades and the Junior High School. The emphasis for the high-school students will be upon woodwork suited to rural needs. The projects are selected from those suggested by the State course of study for rural high schools, such problems as feed troughs, chicken-coops, shipping crates, and problems for the garden.

Two periods per week.

Fee, \$2.00 for the two quarters.

*Mechanical Drawing and Lettering 52-53:* This course aims to give such knowledge of mechanical drawing as may be used in the rural high school in making working drawings for farm projects; also some free-hand and mechanical lettering.

Two periods per week.

Fee, \$1.50 for the two quarters.

*Industrial Arts (a) 52-53:* In this course the emphasis is laid upon working out projects for the home.

Two periods per week.

Fee, \$2.00 for the two quarters.

*Industrial Arts 61-62:* Content same as Industrial Arts 52-53.

Three periods per week.

Fee, \$2.00 for the two quarters.

*Industrial Arts (a) 61-62-63:* Content same as Industrial Arts (a) 52-53.

Two periods per week.

Fee, \$2.00 for the session.

*Mechanical Drawing and Lettering 61-62-63:* Content same as 52-53.

Two periods per week.

Fee, \$1.50 for the session.

*Applied Design 61-62-63:* Design applied to the home.

One period per week for the session.

Fee, \$2.25 for the session.

*Advanced Drawing and Handwork 61-62-63:* Continuation of Course 51-52-53.

Two periods per week.

Fee, \$1.00 per quarter.

*Art Appreciation 63(a):* The space arts, architecture, sculpture, painting, and handicrafts. A general survey of the field of art in all ages is given, with special emphasis upon the periods where creative art was at its height. The principles of art structure are studied through a course of lectures on the masters of art and the masterpieces of the world in sculpture, painting, and handicrafts. A notebook of the course is required.

1.5 periods per week.

Fee, 75 cents, including Music Appreciation.

## MUSIC

The aim of the course in music in a Normal School is to prepare the students to teach music in the public schools. Wherever music has been systematically and pedagogically taught to children in the grades, educators have become fully convinced of its educational value. No subject has greater power in awakening thought and action, and it is an important factor in the physical, mental, and moral development of the child.

To teach the subject effectively, the teacher must herself be equipped with a knowledge of the fundamentals. It is essential that she be able to read at sight such simple music as should be taught in the grades. Through more advanced study she may have a broader conception and appreciation of the intellectual and æsthetic values of music.

*Music 41-42:* This course is designed for beginners. Its completion requires the ability to read at sight such music as is taught in the first five grades. It deals with the principles of musical structure, study of notation, sight reading.

*Music 41:* This comprises the work of the first three years in the grades.

Material: Melody Studies, W. Aiken; Second Year Music, Dann; Third Year Music, Dann; Manual of Dictation, Book I, Dann; Music Writing Book, No. 1, Dann; Harmonic Music Charts A, B, C, Ripley and Tapper.

Three periods per week for the first term.

*Music 42:* This course is a continuation of Music 41, and takes up the work in the fourth and fifth grades.

Material: Fourth Year Music, Dann; Fifth Year Music, Dann; Manual of Dictation, Book II, Dann; Music Writing Book, Nos. II and III, Dann; Harmonic Music Charts D, E, F, Ripley and Tapper.

Three periods per week for the second term.

*Public School Music 51-52:* Students entering the Junior Professional year with no previous instruction in music will enter this course. The material and methods used are the same as in Music 41-42.

*Music 51:* Content same as Music 41.

Three periods per week for the first quarter.

*Music 52:* Content same as Music 42.

Three periods per week for the second quarter.

*Music Methods 53:* This course is required of Juniors I and II, and is open to all Juniors. It is devoted to the pedagogical consideration of music from the kindergarten through the lower grades. The work of each year is taken up in detail and problems which confront the grade teacher are discussed. Special attention is given to the choice and use of material and to the care of the child's voice. The rote song is discussed in its relation to musical work. Students are required to consult the following references: School Music Teaching, Giddings; The Child Voice in Singing, Howard; Education Through Music, Farnsworth.

Two periods per week for the third quarter.

*Advanced Music 51-52:* This course is elective and open to students who have completed Music 41-42, or Music 41a-42a, who wish to specialize in music. More advanced work is given along all lines.

*Advanced Music 51:* The minor mode in comparison with the major, syncopation, modulation, the bars, staff, and three-part singing are features of this course.

Material: Sixth Year Music, Dann.

Three periods per week for the first quarter.

*Advanced Music 52:* Advanced dictation and melody writing, elementary harmony involving the different intervals and chords in their natural relations and combinations, scales, intervals, and triads are studied.

Three periods per week for the second quarter.

*Advanced Music 61-62-63:*

*Advanced Music 61:* Same in content as Advanced Music 51-52.

Three periods per week for the first, second, and third quarters.

*Art Appreciation 61-62:* For description of course see Fine Arts Department.

*Chorus:* Chorus singing is required of all students in the school, for at least two years. The chorus is divided into two sections as follows:

Chorus A is composed of those students who have not had one year of chorus work. Standard hymns, folk songs, and patriotic songs of the various nations are studied. Such material as is used for community singing is emphasized.

One period per week for the session.

Chorus B is composed of those students who have had one year of chorus work. More advanced compositions than those presented in Section A are studied. Such material as Dann's Assembly Songs is introduced.

One period per week for the session.

Note: Only two years of chorus is required.

*Glee Club:* A Glee Club is selected from the student body. Its membership is limited to twenty-four voices chosen according to quality of voice and sight-singing ability. The best part songs, choruses, and ballads written for ladies' voices are studied and given in programs during the year.

### PHYSICAL EDUCATION

The purpose of this course is threefold: (1) To give the student such exercise as will enable her to secure and conserve her own health by intelligent attention to the laws of health and hygiene, and to aid her by habits of exercising thus acquired to keep her body in the best physical condition possible; (2) to correct in so far as possible faults of posture and physical defects; (3) to acquaint the prospective teacher with enough theory of physical education and playground management to enable her to teach the subject.

*Physical Education 11-12:* The foundation for all succeeding gymnastic work is laid in this course. Students are made familiar with nomenclature, tactics, and order movements. Simple folk and æsthetic dances, health talks, and posture tests are included.

*Physical Education 11:* Facing, marching, running, class formations, preliminary positions; simple exercises for head, chest, back, arms, and legs; breathing exercises and posture test.

Two periods per week for the first term.

*Physical Education 12:* Same general type of work as in 11, but increasing in difficulty through the use of double and compound exercises and more advanced formations in tactics, and steps in dances; field athletics.

Two periods per week for the second term.

*Physical Education 21-22:* Continuation of same forms of work as done in 11-12, but more advanced. Light hand apparatus introduced.

*Physical Education 21:* Review of facing, marching, running, and order movements, wands introduced. Games and dances, increasing in difficulty; posture test and health talks.

Two periods per week for the first term.

*Physical Education 22:* Continuation of 21, but introducing skipping reeds and balance beam; field and track athletics.

Two periods per week for the second term.

*Physical Education 31-32:* Work now becomes more complicated. Tactics adapted from the United States Army Manual; dumb bells introduced; continuation of rhythmic work; health talks and posture test.

*Physical Education 31:* Review of free-hand work as preliminary to dumb-bell work; dumb bells introduced; games requiring some team work; folk and æsthetic dances more advanced.

Two periods per week for the first term.

*Physical Education 32:* Continuation of 31. Out-of-door games and athletics.

Two periods per week for the second term.

*Physical Education 41-42:* Use of all previous apparatus continued; Indian clubs introduced; exercises are now of an advanced type and require mental concentration and muscular control; health talks and posture tests.

*Physical Education 41:* Complicated tactics and maze running; Indian clubs used; exercises requiring poise and concentration.

Two periods per week for the first term.

*Physical Education 42:* Progression from 41; stall bars used occasionally; athletics.

Two periods per week for the second term.

*Gymnastics 51:* In the Junior Year the point of view changes and physical education is studied from a professional standpoint. Floor work is required, but time is taken to discuss the advantages of certain exercises, their aim, and order.

Two periods per week for the first quarter.

*Gymnastics, Songs and Games 52-53:* The need of more freedom and recreation in the schoolroom is stressed in this course, and the work adapted to playgrounds. While floor work is still required an effort is made to give the students material and methods which will be practical for their own teaching. Simple games with and without singing, and story plays as gymnastic lessons are planned and taught.

*Gymnastics, Songs and Games 52:* Rules for conducting recreation in the room, including light, temperature, and ventilation. Rules for sitting, rising, and class arrangement. Story plays, ring games, and running games.

Texts: Stecher, Rhythmic Action Plays and Games; Stonerood, Gymnastic Stories and Plays.

Two periods per week for the second quarter.

*Songs and Games 53:* Story plays suitable to season are continued; directions for management of small children on the playground; playground games and simplest folk dances.

Texts: Same as in 52.

Two periods per week for the third quarter.

*Gymnastics, Plays and Games 52-53:* In the preparation of teachers for grammar grade work a more difficult type of work is presented, and methods are adapted to older children. Floor work is continued, but material and methods are stressed.

*Gymnastics, Plays and Games 52:* Higher forms of class management than in primary grades; changing and separation according to height and necessary floor space; exercises and fancy steps; school-room games as desk relay, automobile race, etc.; adaptation of games to teaching other subjects.

Texts: Bancroft, Games; Bancroft, School Gymnastics Free-hand; Ward Crampton, The Folk Dance Book.

Two periods per week for the second quarter.

*Gymnastics, Plays and Games 53:* Light hand apparatus in school-room; methods for taking posture test; writing drill; planning of exhibitions and festivals.

Texts and time same as in 52.

*Gymnastics and Athletics 52-53:* In this course the needs of athletics in high schools forms the basis for study. Athletics and athletic tests and records for boys and girls are studied. No special text is used, but a notebook of the course and reference work are required. Floor work is required.

*Gymnastics and Athletics 52:* In addition to formal floor work the kinds of gymnastics for high school use are studied. Free-hand and light apparatus; some forms of heavy apparatus; construction of chin bars, seesaws, balance beams, etc.

Two periods per week for the second quarter.

*Gymnastics and Athletics 53:* Students are given opportunity to observe and try out methods. Standing and running broad jump; running high jump to illustrate form; making of running track and jumping pit; how to conduct an athletic badge test.

Two periods per week for the third quarter.

*Educational Gymnastics 61-62-63:* General viewpoints regarding the teaching of physical training in schools are discussed. Objects, kinds, and characterization of work based upon development of different age groups. In addition to text, reference work is required.

*Educational Gymnastics 61-62:* Physical education viewed as to physical and educational effects. Points to be considered in selection of exercises; classification of exercises, games, field, and track athletics for each age group; selection of apparatus work and dancing steps.

Text: Stecher, *Educational Gymnastics*.

Two periods per week for the first and second quarters.

*Educational Gymnastics 63:* Class aims and records by ages in track and field events; relief and recreational exercises; gymnastic positions; study of typical gymnastic lessons by grades.

Text and time same as in 61-62.

## COMMERCIAL COURSES

*Business English 51-52-53:* The necessity for a special subject called "Business English" has been the subject for much discussion during the past few years. It is true that the best English is none too good for business purposes, and yet, the fact remains that a special course for commercial students seems necessary.

In this course an attempt will be made to develop a simple, direct, and forceful style of English, such as will be suitable for use in written and oral business communications. The arrangement and content of various types of business letters will be studied very carefully. Much practice in the preparation of various types of business literature will be provided. Essential drill in the fundamentals of correct English will be an important part of the work in Business English. Ways and means of establishing correct English habits will be discussed. Facility and accuracy in punctuation, capitalization, paragraphing, syllabification, etc., will be assured through much practice in business composition work.

Oral work in the form of sales talks, giving directions, making reports, and carrying on business conversation, will be stressed throughout this course.

Special composition work in connection with the following business letters will be emphasized: letters of application, letters of recommendation, letters of endorsement, sales letters, credit letters, adjustment letters, and letters requesting special favors, with the replies thereto.

The business man holds the stenographer responsible for the grammatical accuracy of his written communications. To insure the ability on the part of those who are to do stenographic work to measure up to the business man's requirements, this Business English course is deemed an important part of the commercial student's training.

Three periods per week.

*Business Arithmetic 51-52:* It is assumed that all students who enroll in a commercial teacher-training course will have had a complete course in arithmetic. It is safe to assume, however, that they will not have acquired that facility in the handling of arithmetical computations which is required of office workers. Therefore, it will be the chief aim of the business arithmetic course to develop facility in the use of figures, while at the same time reviewing approved methods of making business calculations.

Such short cuts as occur frequently in business will be introduced in this course. Through adequate, well-organized practice, essential process habits will be formed. The ultimate aim of the course will be to enable those who complete it to handle common office problems in arithmetic with extreme facility and accuracy.

Three periods per week.

*Elementary Bookkeeping 51-52-53:* The purpose of this course is two-fold: First, to give the student the largest possible understanding of the most approved method of conducting modern business. Experience has shown that essential business training can be given most economically and effectively through the medium of bookkeeping. A student will handle the more common business papers and forms in connection with the business transactions which he is called upon to record. He will become familiar with office practice and methods, as well as with accounts. The second aim will be to fix in mind the fundamental principles of accounts and their application to the keeping of the records of various lines of business.

The elementary course will deal with the fundamental principles, while the advanced course will cover their application to special lines of business, among which may be commission, retail, wholesale, manufacturing, and transportation.

Five periods per week.

*Business Writing 52-53:* The worker in the business office must write legibly and easily. He must have acquired a style that lends itself to use where space is limited, as is the case in accounting work. Much practice beyond that which is given in penmanship in the average school is required to fix correct writing habits and to insure a correct style for use in business. This course will consist of fundamental drill, followed by more advanced product work as the student progresses toward the desired end.

Two periods for the second quarter and five periods for the third.

*Shorthand 51-52-53:* The shorthand course will be divided into elementary and advanced. In the elementary course the aim will be to cover the principles of the system selected and to acquire the ability to write shorthand from dictation at the rate of fifty words a minute. In the advanced part of the course, the student's speed will be developed to the graduation requirement of at least one hundred words a minute.

It will be the aim of the course to master one system thoroughly and to acquire a knowledge of the principles of a second system. This will make it possible for a graduate of this course to accept a teaching position, regardless of the kind of shorthand taught.

Five periods per week.

*Typewriting 51-52-53:* The aim of the typewriting course will be to familiarize the student with approved methods of operating a typewriter and to develop a speed of at least forty words a minute from copy. Much practice will also be given in the transcription of notes when the student has advanced far enough in the shorthand to take dictation and transcribe it on the machine.

In this course that part of office practice which requires the use of the typewriter will be given a prominent place. This work will include billing, writing specifications, preparing telegrams, tabulating, preparing manuscript covers, etc.

Five periods per week.

## Seniors

CLASS 1919-1920

### SENIOR I

Bass, Frances Josephine	Haynie, Elnora Leone
Beane, Mildrel Louise	Lawson, Marian Anita
Broaddus, Elsie	Lifsey, Laura Winifred
Brooks, Hilda	Lokey, Nettie
Crismond, Ruth	Morgan, Gertrude Blackwell
Duncan, Julia Rue	Pender, Eleanor
Eckenrode, Frances Cornick	Swift, Marian Gage
Glenn, Mabel Lewis	Young, Esther

### SENIOR II

Chapman, Ada Baradell	Saunders, Ballie Marie
Chewning, Helen Lewis	Tompkins, Frances
Comstock, Mabel R.	Uhrine, Marguerite
Doughtrey, Ethel C.	White, Cora Maud
Frazer, Kathryn Ellis	Winstead, Mellie R.
Leary, Harriett	

### SENIOR III

Bland, Anne Wilson	Jeffries, Margaret
Bouldin, Jessie Wood	Luck, Louise Carlton
Brizendine, Grace Belle	Pressey, Harriett Loveland
Bryan, T. B. Tucker	Rowe, Kathryn Minor
Harwood, Maria Louise	Vinzel, Helen C.
Holman, Maria	

### SENIOR IV

Atkinson, Estelle	Jenkins, Margaret Harvey
Chandler, Mildred	Jones, Ruth Elizabeth
Chapman, Fannie Carr	McRae, Elizabeth
Dalton, Carolyn Garland	Nicolls, Annie Virginia
Daughtery, Doris Langley	Pitts, Eugenia
Durrette, Dorothy St. John	Poindexter, Martha Rosalie
Ferguson, Lillie Ellis	Renforth, Bethany Wade
Harmon, Eunice Lourilla	Robertson, Helen Virginia
Holman, Mary Evans	Taylor, Eunice Elizabeth
Hughes, Grace LeClaire	White, Edythe Magruder

## Register of Students for 1919-1920

NAME	ADDRESS	COUNTY OR CITY
Atkinson, Mary Wene	Montgomery, Ala.	
Atkinson, Mabel	Michaux	Powhatan
Atkinson, Estelle	Honest	King William
Ashby, Nellie	Purcellville	Loudoun
Bass, Anne Lyell	Litwalton	Lancaster
Bass, Josephine	Branchville, S. C.	
Baptist, Agnes	Scottsburg	Halifax
Barrack, Emma	Molusk	Lancaster
Barrack, Dellie	Monroe Hall	Westmoreland
Batten, Bert	Carrollton	Isle of Wight
Beasley, Page E.	Guinea	Caroline
Beane, Mildred L.	Molusk	Lancaster
Belote, Llewellyn	Onley	Accomac
Belote, Anne	Melfa	Accomac
Berry, Minna M.	Ambar	King George
Berry, Nancy M.	Weedonsville	King George
Bevan, Lillian P.	Weedonsville	King George
Bibb, Mary E.	Doylesville	Albemarle
Bivens, Sarah Catherine	Wingate, N. C.	
Blackley, Mabel	Goodloes	Spotsylvania
Bland, Ann	Jamaica	Middlesex
Blanton, Christine	McDuff	Caroline
Blanton, Louise	McDuff	Caroline
Blaydes, Ruby Lee	Guinea	Caroline
Bouldin, Jessie Wood	Roanoke	Roanoke
Boxley, Marian J.	Frederick Hall	Louisa
Broaddus, Elsie Leland	Bowling Green	Caroline
Briggs, Rebecca	Roseville	Stafford
Briel, Edna	Richmond	Henrico
Brizendine, Elizabeth	Bestland	Essex
Brizendine, Grace	Ozeana	Essex
Brooks, Eleanor	Alberta	Brunswick
Brooks, Hilda	Sparta	Caroline
Brown, Lucy Reid	Woodsville	Rappahannock
Bryan, Frances Bland Tucker	Petersburg	Prince George
Bundick, Virginia	Modest Town	Accomac
Burruss, Earlyne Meredith	Chilesburg	Caroline
Campbell, Barbara	Bealton	Fauquier
Campbell, Mabel Curtis	Denbigh	Warwick
Carminier, Gladys Virginia	Poquoson	York
Carter, Winnie	Lent	Caroline
Chandler, Mildred	Newport News	Warwick
Chapman, Ada	Newport News	Warwick
Chapman, Fannie Carr	Stanardsville	Greene
Chewning, Helen	Chilesburg	Caroline
Chidester, Genevieve	Clarksburg, W. Va.	
Chiles, Dorothy	Fredericksburg	Spotsylvania

NAME	ADDRESS	COUNTY OR CITY
Clewell, Margaret	Richmond	Henrico
Clift, Elizabeth	Fredericksburg, R. F. D.	Stafford
Coates, Mollie	Oak Grove	Westmoreland
Coates, Ruby	Oak Grove	Westmoreland
Coe, Madeline D.	Fairfax	Fairfax
Cogbill, Virginia	Chester	Chesterfield
Comstock, Mabel	Petersburg	Chesterfield
Cook, Mary	Smoots	Caroline
Cosby, Pauline V.	Powhatan	Powhatan
Cosby, Lucy W.	Buckner	Louisa
Crismond, Ruth	Spotsylvania	Spotsylvania
Crump, Earle J.	Moseley's Junction	Chesterfield
Curtis, Sallie Elizabeth	Denbigh	Warwick
Curtis, Medora M.	Denbigh	Warwick
Dalton, Carolyn Garland	Fredericksburg	Spotsylvania
Daniel, Margaret	Dunnsville	Essex
Davis, Garnette	Richmond	Henrico
Davis, Lucy M.	Agnewville	Prince William
Davis, Lillian	Holdcroft	Charles City
Davis, Lucille	Stanardsville	Greene
Daughtrey, Ethel	South Richmond	Chesterfield
Daugherty, Doris L.	Hampton	Elizabeth City
Dew, Ellen Byrd	Woodford	Caroline
Dickerson, Dorothy	Partlow	Spotsylvania
Dickinson, Pearle Lillian	McHenry	Spotsylvania
Diggs, Elizabeth Katherine	Cardinal	Mathews
Dillard, Virginia	Fredericksburg	Spotsylvania
Downing, Elizabeth	Lottsburg	Northumberland
Dudley, Margaret	Churchville	Augusta
Duncan, Julia	Newport News	Warwick
Durrette, Dorothy St. John	Fredericksburg	Spotsylvania
Eckenrode, Frances	Fredericksburg	Spotsylvania
Edwards, Eleanor	Nomini Grove	Westmoreland
Ellis, Mary Thelma	Lloyds	Essex
Evans, Sarah Esther	Mascot	King and Queen
Farinholt, Virginia	Jeffs	York
Ferguson, Lillie Ellis	Newport News	Warwick
Finney, Eva Earline	Logan	Spotsylvania
Finney, Gladys	Logan	Spotsylvania
Fisher, Frances	Midlothian	Chesterfield
Fisher, Harriett	Quinton	New Kent
Fisher, Julia	Quinton	New Kent
Fletcher, Miriam Von S.	Cardinal	Mathews
Fletcher, Pauline Von S.	Cardinal	Mathews
Frazer, Kathryn	Massaponax	Spotsylvania
Freeman, Josephine	West Point	King William
Freeman, Lillian	West Point	King William
French, Edna	Roseville	Stafford
Gilliam, Fannie Gary	Sheppards	Buckingham
Gilliam, Frances	Yale	Sussex

NAME	ADDRESS	COUNTY OR CITY
Gill, Margaret	Woodford	Caroline
Glenn, Mabel	Morattico	Lancaster
Goodloes, Lewis	Greenfield	Nelson
Gray, Josephine	Saluda	Middlesex
Griffin, Audrey	Alberta	Brunswick
Hagood, Nannie	LaCrossse	Mecklenburg
Hansford, Lucille	Spotsylvania	Spotsylvania
Harmon, Eunice L.	Melfa	Accomac
Harrison, Page	Edlow	Prince George
Harper, Esther	Dunnsville	Essex
Hartley, Margaret C.	Buckner	Louisa
Hartley, Ruth	Buckner	Louisa
Harwood, Louise	Saluda	Middlesex
Haynie, Virginia Elizabeth	Fredericksburg	Spotsylvania
Haynie, Elenora	Lively	Lancaster
Hearn, Lucy	Port Conway	King George
Hearn, Nellie	Port Conway	King George
Henley, Madge	Manaken	Goochland
Henshaw, Mary E.	Lent	Caroline
Herndon, Mary C.	Eheart	Orange
Herring, Louise	Widewater	Stafford
Herring, Marian	Widewater	Stafford
Hitt, Bessie A.	Richmond	Henrico
Hogg, Cornelia	West Point	King William
Hollins, Annie M.	Frederick Hall	Louisa
Hollins, Annie M.	Frederick Hall	Louisa
Hollins, Mary O.	Frederick Hall	Louisa
Hollins, Myrtle	Hopeful	Louisa
Holman, Mary E.	Lee	Goochland
Holman, Maria	Lee	Goochland
Hove, Hilda	Barhamsville	New Kent
Howell, Virginia M.	Bohannon	Mathews
Hudson, Rose	Lahore	Orange
Hudson, Baird	Lahore	Orange
Hughes, Mattie Maie	Fountain Inn, S. C.	
Hughes, Grace LeClaire	Fountain Inn, S. C.	
Hughes, Ivy Lee	Nelly's Ford	Nelson
Hughes, Ina	Nelly's Ford	Nelson
Jeffries, Margaret	Culpeper	Culpeper
Jenkins, Blanche S.	Nuttsville	Lancaster
Jenkins, Gussie Frances	Nethers	Madison
Jenkins, Margaret H.	Montrose	Westmoreland
Johnson, Martha Ann	Beaver Dam	Hanover
Johnson, Ruth Ellen	Fredericksburg	Spotsylvania
Johnson, Fannie T.	Vienna	Fairfax
Johnson, Sarah Beal	Brokenburg	Spotsylvania
Johnson, Iva Byrd	Brokenburg	Spotsylvania
Jones, Evelynne E.	Clarksville, W. Va.	
Jones, Ruth Elizabeth	Union Level	Mecklenburg
Jones, Rosalie	Jones' Store	Spotsylvania
Jones, Irma	Buckner	Louisa
Jones, Mabel Mae	Brock Road	Spotsylvania

NAME	ADDRESS	COUNTY OR CITY
Jones, Nora E.	Brock Road	Spotsylvania
Jones, Bertha	Buckner	Louisa
Jordan, Margaret	Moss Neck	Caroline
Keffer, Elsie V.	Newport News	Warwick
Kendall, Julia	Don	Spotsylvania
Kendall, Roberta	Don	Spotsylvania
Kirsner, Sadie	Hampton	Elizabeth City
LaCrosse, Clara	Hampton	Elizabeth City
Lankford, Hilda M.	Morattico	Lancaster
Lawson, Marian A.	Butylo	Middlesex
Leary, Harriett	Merry Hill, N. C.	
Lencke, Margaret	Brooke	Stafford
Lewis, Leah A.	Village	Northumberland
Lifsey, Laura	Emporia	Greenville
Liles, Lillian B.	Wingate, N. C.	
Lokey, Nettie	Irvington	Lancaster
Lombard, Golden	Ococoquan	Prince William
Luck, Ella	Bumpass	Spotsylvania
Luck, Louise Carlton	Richmond	Henrico
Lynn, Lois	Ococoquan	Prince William
MacFarland, Janet	Estill, S. C.	
MacCalley, Mattie Elizabeth	Fredericksburg	Spotsylvania
MacKenney, Roberta	Thornburg	Spotsylvania
MacRae, Elizabeth	Cumberland	Cumberland
Massey, Ruth D.	Monroe Hall	Westmoreland
Massoletti, Lillie	Catlett	Fauquier
Menefee, Mary Helen	Lawlin	Rappahannock
Merson, Sadie Ruth	Norfolk	Norfolk
Mills, Helen	Marye	Spotsylvania
Moncure, Agnes	Stafford	Stafford
Moody, Sallie	Dillon, S. C.	
Moore, Berlie Violet	Poquoson	York
Morecock, Bernice	Buckroe Beach	Elizabeth City
Morgan, Anna E.	Warsaw	Richmond
Morgan, Gertrude	Warsaw	Richmond
Moore, Elizabeth	Newport News	Warwick
Moore, Fannie Irby	Ocean View	Norfolk
Morrison, Elizabeth	Fredericksburg	Spotsylvania
Moss, Ella Merle	Hopeful	Louisa
Motley, Lillian	Beazley	Essex
Motley, Adelina W.	Sharps	Richmond
Murray, Anne	Hampton	Elizabeth City
Murray, Dorothy Williams	Williams Wharf	Mathews
Nash, Susie	LaCrosse	Mecklenburg
Nicolls, Annie Virginia	Pungoteague	Accomac
Northam, Anna	Mappsville	Accomac
Northam, Mary	Modest Town	Accomac
Northington, Mary	LaCrosse	Mecklenburg

NAME	ADDRESS	COUNTY OR CITY
Omohundro, Sarah Thelma	Farmers Fork	Richmond
Orrock, Mollie Peake	Fredericksburg, R. No. 1	Spotsylvania
Osborne, Lottie	Newport News	Warwick
Pender, Eleanor	Fredericksburg, R. F. D.	Stafford
Peirce, Alice Clark	Nuttsville	Lancaster
Peirce, Clementine	Nuttsville	Lancaster
Pierce, Mary Janet	Fredericksburg	Spotsylvania
Pepmeier, Anita	Corbin	Caroline
Pitts, Eugenia	Central Point	Caroline
Poindexter, Martha Rosalie	Frederick Hall	Louisa
Powers, Gladys Elizabeth	Williamsburg	Charles City
Powers, Kathleen	Cape Charles	Northampton
Parramore, Ellen	Williamsburg	Charles City
Pressey, Harriet	Hampton	Elizabeth City
Reed, Lorna	Catlett	Fauquier
Reed, Mary	Clayville	Powhatan
Renforth, Bethany Wade	Yorktown	York
Rennolds, Katherine Beale	Bumpass	Louisa
Richards, Lula	Tunstall	New Kent
Rice, Anne Russell	Ozeana	Essex
Riggins, Dorothy	Poquoson	York
Robinson, Helen Virginia	Montross	Westmoreland
Rock, Louise	Callao	Northumberland
Rowe, Kathryn M.	Bena	Gloucester
Ruff, John McCorkle	Fredericksburg	Spotsylvania
Saunders, Marie	Suffolk	Nansemond
Schroeder, Mary A.	Clayville	Powhatan
Semple, Emily	Hampton	Elizabeth City
Seward, Dorothy	Hilton Village	Warwick
Shacklette, Warwick A.	Colonial Beach	Westmoreland
Sibley, Lucy Virginia	Mathews	Mathews
Simpson, Dorothy	Monroe, N. C.	
Sinclair, Keith	Hampton	Elizabeth City
Smith, Fannie E.	Blantons	Caroline
Smither, Frances L.	Leeland	Stafford
Spindle, K. Peachy	Hustle	Essex
Stearnes, Elizabeth	Fredericksburg	Spotsylvania
Strobel, Constance M.	Arlington, Tenn.	
Stuart, Dorothy	Hemp	Spotsylvania
Swift, Marian Gage	Fredericksburg	Spotsylvania
Taylor, Annie Catherine	Pungoteague	Accomac
Taylor, Eunice Elizabeth	Newport News	Warwick
Thomas, Helen Russell	Bohannon	Mathews
Thomas, Edna Bernard	Guinea	Caroline
Tompkins, Fannie	Snell	Spotsylvania
Towles, Louise	Merry Point	Lancaster
Uhrine, Marguerite	Disputanta	Prince George

NAME	ADDRESS	COUNTY OR CITY
Vineel, Helen	Purcellville	Loudoun
Vaughan, Cora Richerson	Mica	Caroline
Waller, Emily W.	Stafford	Stafford
Walker, Evelyn Creacy	Norfolk	Norfolk
Walker, Nannie	LaCrosse	Mecklenburg
Ware, Juliet Ritchie	Ware's Wharf	Essex
Waring, Myrtle Grey	Dunnsville	Essex
Warner, Esther	Warsaw	Richmond
Wartman, Nannie Collins	South Hill	Mecklenburg
Washington, Katherine Dew	Woodford	Caroline
Wemyss, Esther	Portsmouth	Norfolk
White, Cora M.	Howison	Spotsylvania
White, Eva M.	Grafton	York
White, Edythe	Whites	Caroline
White, Inez D.	Frédericksburg	Spotsylvania
Wiglesworth, Nannie	Marye	Spotsylvania
Williams, Margaret	Petersburg	Dinwiddie
Winfree, Jessie	Moseley's Junction	Powhatan
Winstead, Mellie R.	Luttrellsville	Northumberland
Wood, Alma	Oyster Point	Warwick
Wornom, Mary	Poquoson	York
Wright, Churchill	St. Just	Orange
Wynne, Eunice Grace	Drewryville	Southampton
Young, Esther	Cumberland, Md.	

## Former Graduates

1913

NAME	OCCUPATION	OCCUPATIONAL ADDRESS
Bartenstein, Katherine	Teaching	Bowling Green, Va.
Billingsley, Elizabeth L.	Teaching	Clifton Forge, Va.
Broaddus, Lottie L.	Teaching	Reedy Church, Va.
Chesley, Mary E.	Mrs. Frances Rowe	Fredericksburg, Va.
Chilton, Alice	Mrs. Vivian Chowning	Lancaster, Va.
Coleman, Elsie	Teaching	Emporia, Va.
Daniel, Helen L.	Teaching	University, Va.
Deidrich, Anna E.	Mrs. Jackson	Waverly, Va.
Kennedy, Fannie	Teaching	Mineral, Va.
Kennedy, Lucy	Teaching	Mineral, Va.
Lord, Ruth Helen	Teaching	Richmond, Va.
Lyne, Buford K.	Mrs. Julia Herndon	Raleigh, N. C.
Marye, Nettie C.	Teaching	Richmond, Va.
Nicholas, Annie F.	Teaching	Newport News, Va.
Nicholas, Margaret M.	Teaching	Scottsville, Va.
Norris, Sallie W.	Teaching	Scottsville, Va.
Perry, Ellen P.	Teaching	Richmond Va.
Raiford, Julia A.	Mrs. Urquhart	
Scrimger, Bertha	Teaching	Fredericksburg, Va.
Taylor, Ethel	Teaching	Newport News, Va.
Willis, Virginia Isabel	Teaching	Spotsylvania, Va.
Wilson, Gay Vaughan	Mrs. Edward S. Currie	Richmond, Va.
Wortham, Mary I.	Teaching	Richmond, Va.

1914

Ashley, Beatrice L.	Teaching	Orange, Va.
Deierhoi, Mary C.	Teaching	Richmond, Va.
Finney, Alice L.	Teaching	Northampton, Va.
Garth, Jane L.	Teaching	Roanoke, Va.
Graves, Jean F.	Teaching	Richmond, Va.
Graves, Julia	Teaching	Richmond, Va.
Hill, Flora M.	Teaching	Atlee, Va.
Lankford, Emma	Mrs. Scott	Franktown, Va.
Mastin, Graham	Clerical Position	Washington, D. C.
Nash, Ethel H.	Teaching	Fredericksburg, Va.
Perrin, Lelia M.	Mrs. C. W. Sale (deceased), Fred'ksb'g, Va.	
Post, Ruth Anita	Teaching	Isle of Wight Co., Va.
Scott, Annie L.	Mrs. Robt. Jones	Cape Charles, Va.
Von Hofsten, Clara L.	Teaching	Chesterfield, Va.
Walker, Susan D.	Teaching	Lynchburg, Va.

1915

Brooking, Jane S.	Teaching	Hopewell, Va.
Barber, Muriel D.	Teaching	Pittsburg, Pa.
Bolen, Virginia	Teaching	Culpeper, Va.
Birmingham, Alva	Teaching	Hopewell, Va.

NAME	OCCUPATION	OCCUPATIONAL ADDRESS
Bradford, Joyce E.	Teaching	Keller, Va.
Broaddus, Effie V.	Teaching	Williamsburg, Va.
Burruss, Nannie P.	Teaching	Lahore, Va.
Carter, Annie E.	Teaching	Orange, Va.
Carter, Ruth R.	Teaching	Caroline Co., Va.
Chenery, Elizabeth	Mrs. Laurence Riker	Ashland, Va.
Clarkson, Ruth	Mrs. Eugene Reeves	Solan, Va.
Coleman, Mary T.	Teaching	Chester, Va.
Craig, Lillian	Teaching	Augusta Co., Va.
Dannehl, M. Theresa	Teaching	Hopewell, Va.
Detwiler, Beulah M.	Mrs. Ernest E. Anderson	Washington, D. C.
Gardner, Helen C.	Teaching	Louisa Co., Va.
Gibbs, Edna L.	Teaching	Northampton Co., Va.
Goulman, Sarah	Teaching	Fredericksburg, Va.
Henley, Louise	Teaching	Richmond, Va.
Harrell, Mary F.	Teaching	Petersburg, Va.
Harris, Annie M.	Teaching	Louisa, Va.
Hiter, Fannie	Teaching	Caroline, Va.
Hughes, Martha S.	Teaching	Lexington, N. C.
LaCross, Janet M.	Teaching	Larchmont, Va.
Lewis, Julia Louise	Teaching	Fredericksburg S. N. S.
Linthicum, Belamar	Teaching	Richmond, Va.
Lynch, Theresa Inez	Training for Nurse	Philadelphia, Pa.
McDonnell, M. E.	Teaching	Spotsylvania Co., Va.
Northrop, Helen M.	Mrs. Chas. Rose	Bronxville, N. Y.
Ninde, Elizabeth R.	Teaching	Richmond, Va.
Parker, Nannie Waller	Business	Richmond, Va.
Pearce, Rachel R.	Deceased	Richmond, Va.
Riker, Marjorie	Teaching	Henrico Co., Va.
Raiford, Alma Lucile	Teaching	Norfolk, Va.
Rawlings, Lucile L.	Teaching	Fredericksburg, Va.
Rice, Julia L.	Teaching	Centercross, Va.
Rice, Charlotte	Mrs. E. C. Pusey	Heathsville, Va.
Russell, Elizabeth	Teaching	Richmond, Va.
Sayre, Margaret	Teaching	Clifton Forge, Va.
Sacrey, Margaret	Mrs. Ward Freeman	Fredericksburg, Va.
Seay, Rosalie Maude	Teaching	Cape Charles, Va.
Tanner, Grace	Teaching	Fredericksburg S. N. S.
Tennis, Norrine		
Torbert, Nannie D.	Mrs. Alonzo Kelly	Richlands, Va.
Warren, Alice E.	Teaching	Northampton Co., Va.
Wood, Elsie A.	Mrs. Fred M. Rice	Warsaw, Va.

## 1916

Atkinson, Mattie Mae	Teaching	Montgomery, Ala.
Beazley, Grace F.	Teaching	Cape Charles, Va.
Bruce, Sarah E.	Teaching	Spotsylvania Co., Va.
Cluverius, Ula H.	Teaching	Bristol, Va.
Dowdy, Virginia D.	Teaching	Cumberland, Va.
Duval, Lucy L.	Home	Richmond, Va.
Hammerly, Jessie M.	Teaching	Alexandria, Va.
Harrison, Nancy C.	Teaching	Broadnax, Va.

NAME	OCCUPATION	OCCUPATIONAL ADDRESS
Haynie, Virginia	Teaching	Clifton Forge, Va.
Holleman, Marjorie	Mrs. T. E. Dukes	New York City, N. Y.
Hess, Caroline W.	Teaching	James City Co., Va.
Hundley, Mae M.	Teaching	Bowling Green, Va.
James, Emily M.	Teaching	City Point, Va.
Jenkins, Genevieve	Teaching	Cambridge, Md.
Lawrence, Charlotte	Teaching	Richmond Co., Va.
Leitch, Mary S.	Teaching	Carson, Va.
Matthews, Lenora L.	Teaching	Gholsonville, Va.
Mills, Julia D.	Mrs. Riedel	Ashland, Va.
Perrin, Miriam	Teaching	Ashland, Va.
Quinn, Emard	Teaching	Henrico Co., Va.
Robertson, Thelma	Teaching	Suffolk, Va.
Renfro, Kate M.	Teaching	Bowling Green, Va.
Rice, Mary B.	Teaching	Onley, Va.
Scott, Bertha W.	Teaching	Henrico Co., Va.
Shields, Josephine	Teaching	Roanoke, Va.
Smith, Elizabeth J.	Mrs. Willard Hutchinson	Metuchen, N. J.
Taylor, Ina T.	Teaching	Northampton, Va.
Towles, Helen B.	Teaching	Near Washington, D. C.
Travis, Minnie L.	Teaching	Caroline Co., Va.
Turner, M. Thelma	Teaching	Richmond, Va.
Ward, Marie Olga	Mrs. H. B. Holmes	St. Wadsworth, N. Y.
Wright, Laura M.	Teaching	Richmond, Va.

## 1917

Bailey, Anna C.	Teaching	Montross, Va.
Ballard, Abbie	Stenographic Course	Washington, D. C.
Bargamin, Daisy E.	Teaching	Portsmouth, Va.
Berry, Effie G.	Teaching	Bowling Green, Va.
Biscoe, Mamie L.	Teaching	Fredericksburg, Va.
Boggs, Lucile H.	Navy	Washington, D. C.
Bowles, Sadie M.	Teaching	Highland Springs, Va.
Brewington, Maria	Teaching	Weems, Va.
Broache, Bessie B.	Teaching	Clarendon, Va.
Browne, Mabel P.	Teaching	Ashburn, Va.
Brown, Mildred L.	Teaching	Phoebeus, Va.
Carter, Elizabeth C.	Business	Washington, D. C.
Carter, Edna E.	Teaching	Caroline Co., Va.
Coghill, Hermine V.	Teaching	Dinwiddie Co., Va.
Connellee, Mary Ball	Home	Millenbeck, Va.
Cralle, Roberta W.	Teaching	Warrenton, Va.
Dix, Margaret Virginia	Teaching	Irvington, Va.
Ellis, Lyda M.	Teaching	King and Queen Co., Va.
Ellis, Mildred I.	Teaching	Machipongo, Va.
Eubank, Nancy B.	Teaching	Newton, Va.
Flippen, Leam B. Snow	Teaching	Sparta, Va.
Finegan, Elizabeth B.	Teaching	Newport News, Va.
Ford, Ruth L.	Teaching	Newport News, Va.
Fox, Carrie C.	Teaching	Oaklawn H. S., Va.
Goodman, Nannie D.	Teaching	Greenbackville, Va.
Harwood, Mary Rebecca	Teaching	Alexandria Co., Va.

NAME	OCCUPATION	OCCUPATIONAL ADDRESS
Herndon, Martha F.	Teaching	Richmond, Va.
Hutcheson, Ilius	Teaching	Rockville School, Va.
James, Anne McGregor	Mrs. G. A. Vaiden	Whitestone, Va.
James, Margaret T.	Mrs. Savage	Bellehaven, Va.
Kidd, Mary Tyrold	Teaching	Newtown, Va.
King, Ruth G.	Teaching	Cypress Chapel H. S., Va.
McKann, Elsie W.	Teaching	Churchview, Va.
Messick, Rachel	Teaching	Whitestone, Va.
Michie, Lillie L.	Teaching	Charlottesville, Va.
Millner, Eugenia C.	Teaching	Norfolk, Va.
Moncure, Anne E.	Teaching	Alexandria, Va.
Morton, Edna W.	Teaching	King George, Va.
Matthews, Viola V.	Teaching	Brodnax, Va.
Nash, Mayble Ada	Teaching	Warsaw, Va.
Oliver, Ruth	Teaching	Norfolk Co., Va.
Payne, Lucy	Teaching	Fredericksburg, Va.
Phippins, Brancis	Teaching	Richlands, Va.
Powell, Ada Pearl	Teaching	Hampton, Va.
Richardson, Mary M.	Teaching	Spotsylvania Co., Va.
Roberts, Blanche W.	Mrs. D. R. Bolen	Clarendon, Va.
Roberts, Lillie F.	Teaching	Alexandria, Va.
Rogers, Corrinne L.	Teaching	Lancaster Co., Va.
Saunders, Gertrude P.	Mrs. Davis Storr	Philadelphia, Pa.
Scott, Ina E.	Teaching	Isle of Wight Co., Va.
Shuman, Lois M.	Teaching	Caroline Co., Va.
Smith, Ethel J.	Teaching	Fredericksburg S. N. S.
Smith, Mary Frances	Teaching	Henrico Co., Va.
Spindle, Josephine C.	Teaching	Alexandria, Va.
Stoneham, Lucy Blanche	Teaching	Lancaster Co., Va.
Vandegrift, Amy E.	Teaching	Norfolk, Va.
White, Gertrude W.	Teaching	Alexandria, Va.
White, Margaret I.	Home	Churchville, Va.
Willson, Susie E.	Teaching	Henrico Co., Va.
Woody, Lucile R.	Teaching	Crewe, Va.
Wright, Judith Augusta	Teaching	Jarratt, Va.

## 1918

Armistead, Ellen Todd	Teaching	Hampton, Va.
Bareford, Alma Myrtis	Teaching	Laneview H. S., Va.
Bland, Idalia Tyler	Teaching	Exmore, Va.
Blick, Eleanor Carolyn	Teaching	Southampton Co., Va.
Brooks, Ila Lynwood	Teaching	
Burke, Genevieve	Teaching	Richmond, Va.
Burke, Mary Ellen	Teaching	Richmond, Va.
Carmichael, Lucy	Business	Fredericksburg, Va.
Carter, Nellie Judson	Home	Bowling Green, Va.
Corr, Katherine	Teaching	Arlington, Va.
Cosby, Louise	Deceased	
Dampsey, Hester	Teaching	Leavells, Va.
Diggs, Myrtle	Teaching	King and Queen Co., Va.
Diggs, Jean	Teaching	Alexandria Co., Va.
Dudley, Natalie	Home	Churchville, Va.
Foster, Mabel	Teaching	Norfolk, Va.

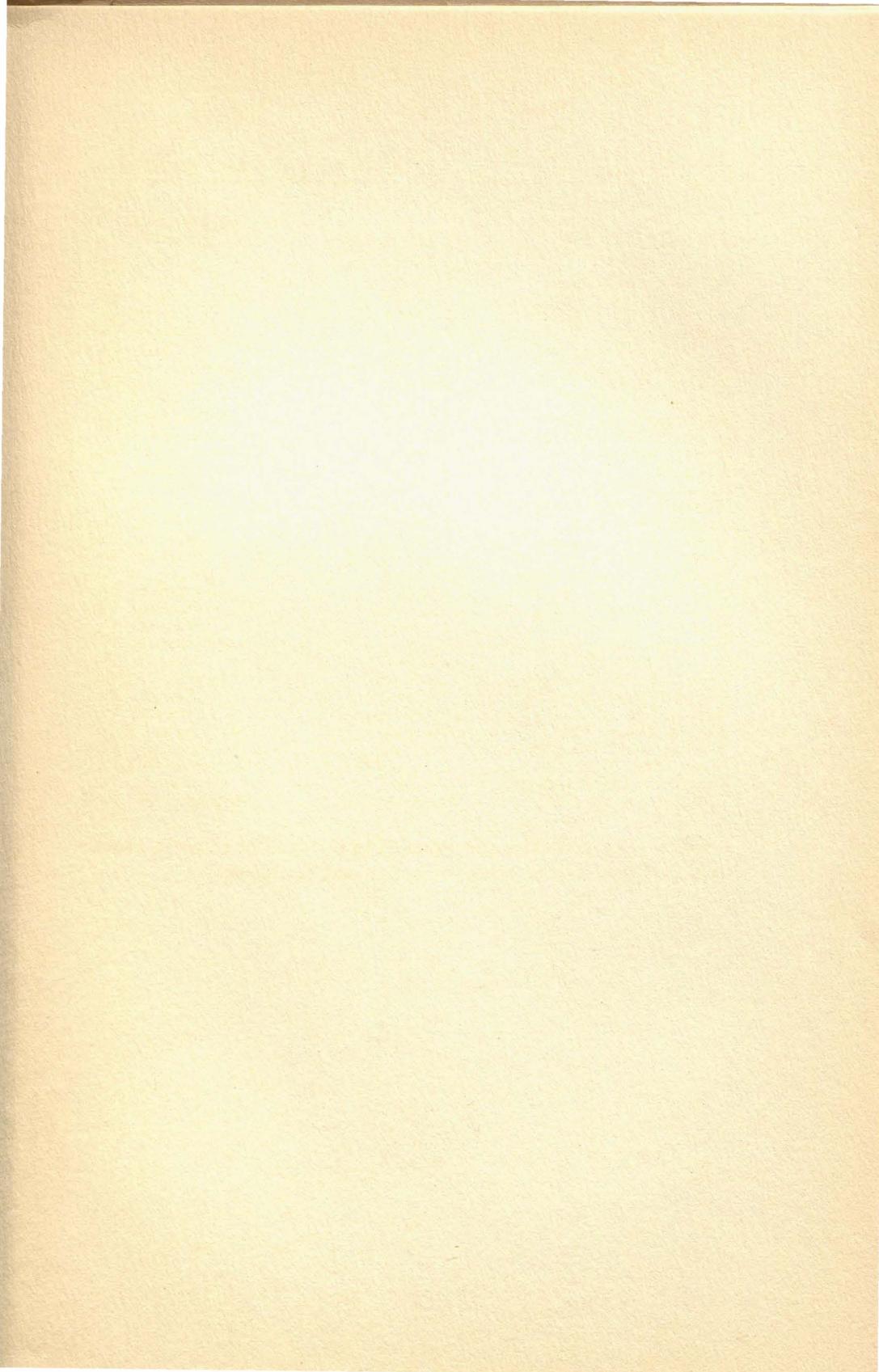
NAME	OCCUPATION	OCCUPATIONAL
		ADDRESS
French, Edna	Teaching	Stafford Co., Va.
Harris, Elizabeth	Red Cross Work	Washington, D. C.
Harrison, Grace	Navy	Fredericksburg, Va.
Haught, Angelina	Teaching	Loudoun, Va.
Hawkins, Margaret	War Work	Fredericksburg, Va.
Hodgson, Nellie	Teaching	Alexandria Co., Va.
James, Lelia Marie	Teaching	Accomac Co., Va.
Kay, Lottie Neal	Teaching	Caroline Co., Va.
Lankford, Amelia	Teaching	Fauquier, Va.
Langstum, Aleph	Teaching	Alexandria Co., Va.
Lett, Lalie	Teaching	Newport News, Va.
McCalley, Jeanette	Teaching	Emporia, Va.
McCanna, Lelia	Teaching	West Point, Va.
Milbourne, Louise	Teaching	Cape Charles, Va.
Morgan, Fannie May	Teaching	Alexandria Co., Va.
Payne, Lucy	Teaching	Fredericksburg, Va.
Percifull, Emily	Teaching	Newport News, Va.
Powers, Isca	Teaching	Montross, Va.
Rains, Helen	Teaching	Alexandria Co., Va.
Randall, Edmonia Stuart	Teaching	Stafford Co., Va.
Richards, Clara	Teaching	Alexandria Co., Va.
Saunders, Virginia	Teaching	Richmond, Va.
Sears, Lucy	Teaching	Richmond, Va.
Straughan, Garland	Teaching	Fredericksburg S. N. S.
Sydnor, Nora Lee	Teaching	Warsaw, Va.
Tanner, Grace Kinnier	Teaching	Fredericksburg S. N. S.
Taylor, Vesta	Teaching	Newport News, Va.
Waller, Lou Ella	Teaching	Arlington, Va.
White, Mary Bowie	Home	White's, Va.

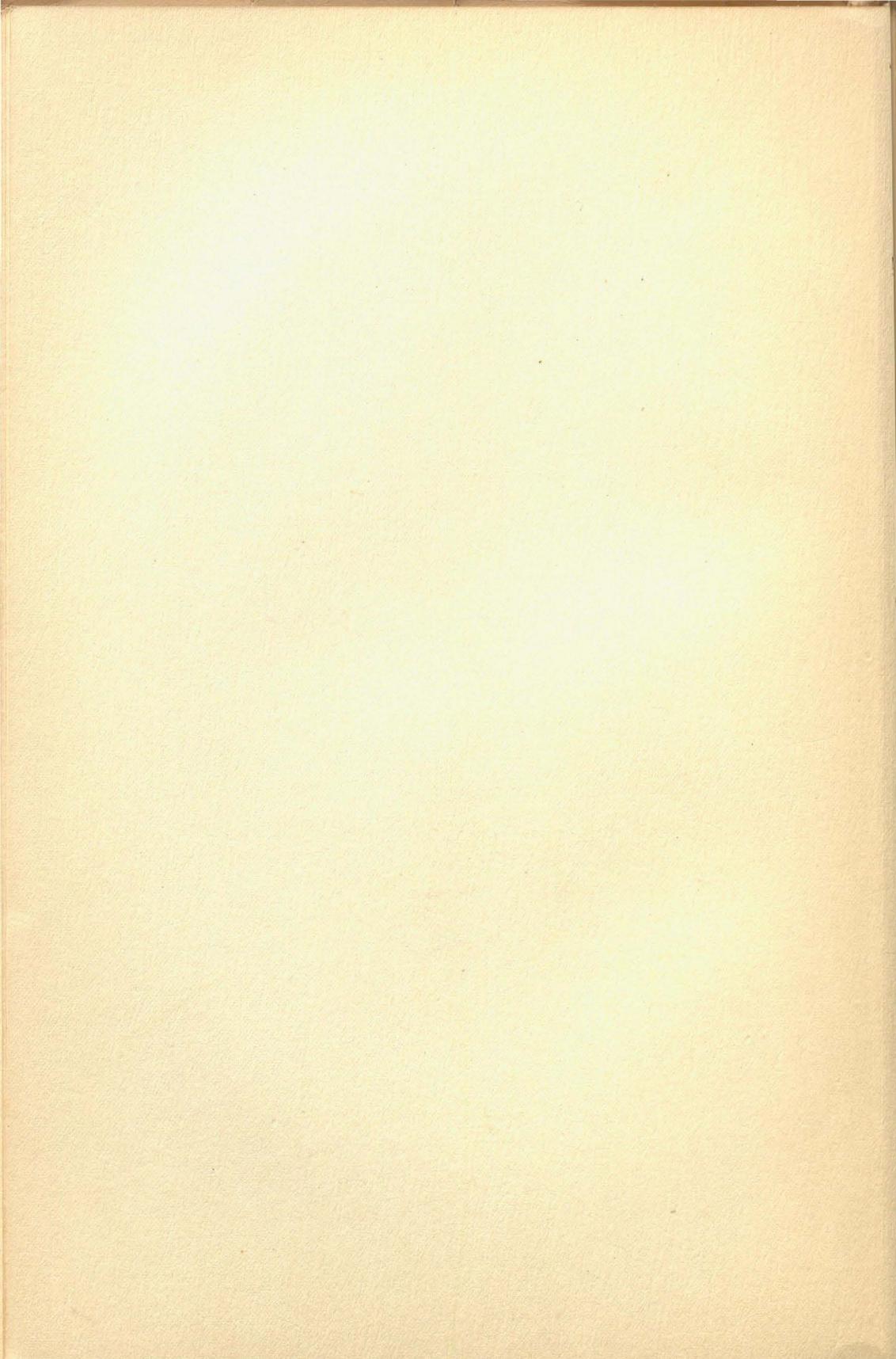
1919

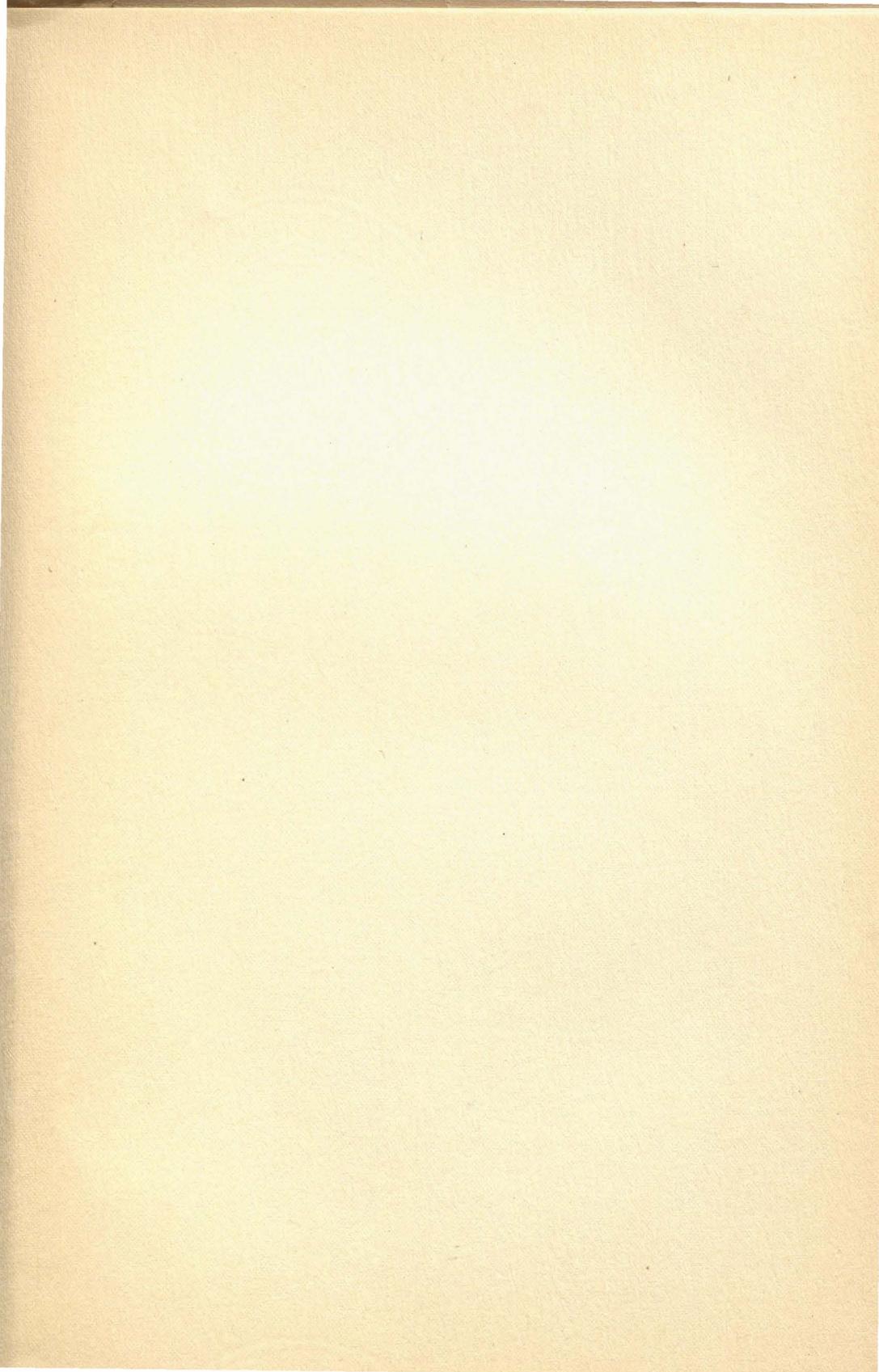
Beazley, Ruby Lee	Teaching	Norfolk Co., Va.
Billingsley, Adelaide P.	Teaching	Belmont, Va.
Brooking, Ruby Maxine	Teaching	Newtown, Va.
Campbell, Martha Louise	At Home	Denbigh, Va.
Carleton, Elizabeth Browning	Teaching	Norfolk, Va.
Chiles, Avie Belle	Teaching	Old Church, Va.
Clarke, Elizabeth Seymour	Teaching	Newport News, Va.
Cockerille, Georgia Austin	Teaching	Arlington Co., Va.
Conway, Lucy Gouldin	Teaching	Moss Neck, Va.
Daugherty, Doris Langley	Studying	Fredericksburg, Va.
DeLano, Charlotte Montague	Teaching	Reedville, Va.
Dew, Helen Dunbar	Teaching	Catlett, Va.
Diggs, Frances Ethel	Teaching	Mathews Co., Va.
Dobyns, Willie Rebecca	Teaching	Deep Creek, Va.
Downing, Sue Edmonds	Teaching	Arlington, Va.
Evans, Jamie Bagby	Teaching	Corinth, Va.
Ferguson, Belle Wooding	Teaching	King and Queen Co., Va.
Frazer, Ivarene Jordan	Teaching	Massaponax, Va.
Frazer, Mattie Anderson	Teaching	Washington, N. C.
Frazer, Thelma Harris	Teaching	Washington, N. C.
Green, Lelia Mae	Teaching	Ashland, Va.

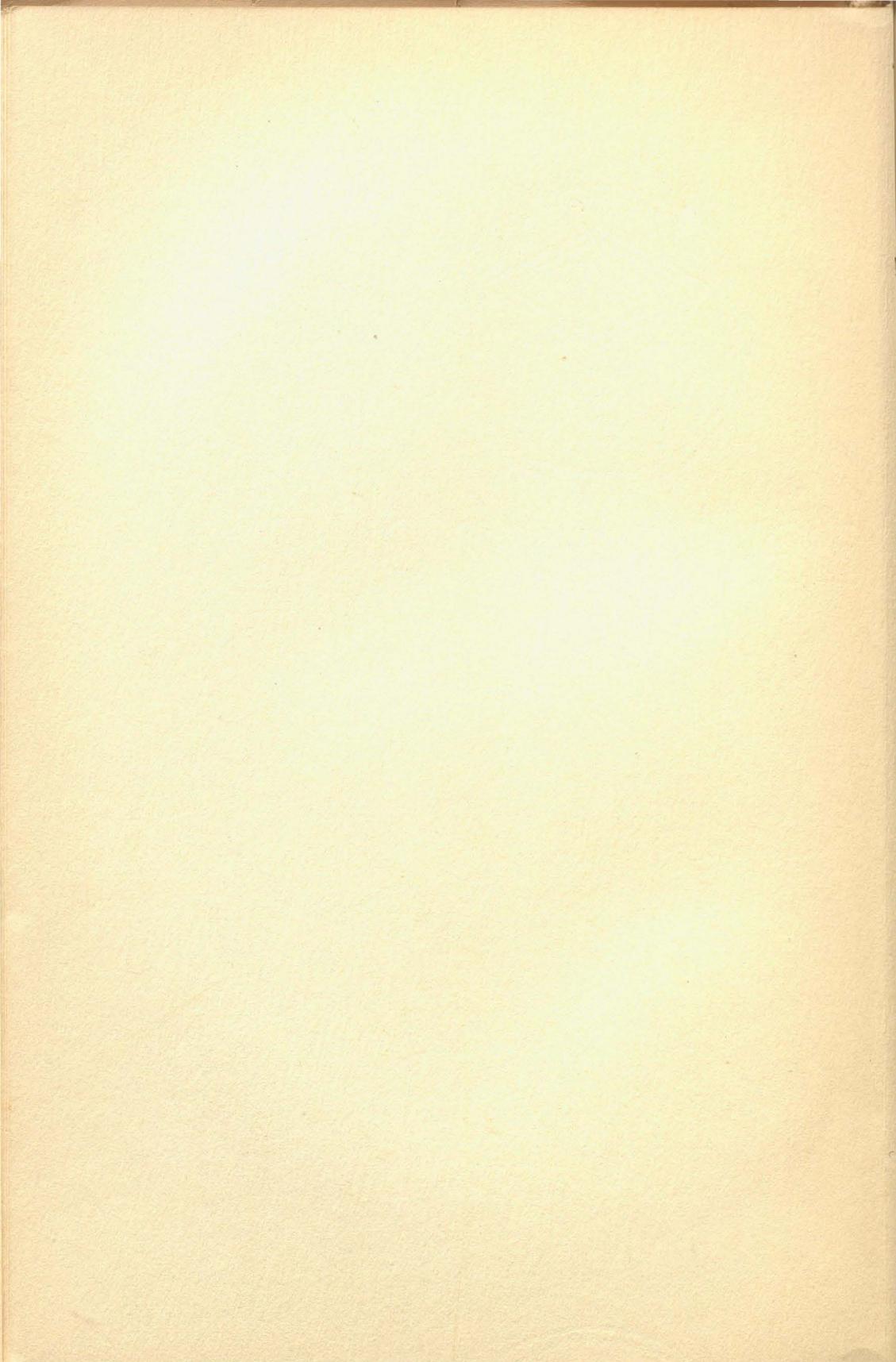
NAME	OCCUPATION	OCCUPATIONAL ADDRESS
Hess, Margaret . . . . .	Teaching . . . . .	Ashland, Va.
Hootman, Hallie Hazel . . . . .	Teaching . . . . .	Doswell, Va.
Host, Virginia . . . . .	Teaching . . . . .	Newport News, Va.
Hutcheson, Meta Neblett . . . . .	Teaching . . . . .	Crittenden, Va.
Jacobs, Charlotte Elizabeth . . . . .	Teaching . . . . .	Hot Springs, Va.
Kay, Ethel Gordon . . . . .	Teaching . . . . .	Alps, Va.
King, Emma Mae . . . . .	Teaching . . . . .	Nansemond, Va.
Kirsner, Hattie . . . . .	Teaching . . . . .	Phoebus, Va.
Latham, Ella Mae . . . . .	Teaching . . . . .	Newport News, Va.
MacKann, Bessie Hurst . . . . .	Teaching . . . . .	Kilmarnock, Va.
Mason, Grace Crozer . . . . .	Teaching . . . . .	Lake View, S. C.
Moore, Vivian Lee . . . . .	Teaching . . . . .	Newport News, Va.
Nicolls, Mabel Reamer . . . . .	At Home . . . . .	Pungoteague, Va.
Ogburn, Bessie Drue . . . . .	Teaching . . . . .	Holland, Va.
Omohundro, Mary Gladys . . . . .	Teaching . . . . .	Montross, Va.
Pearson, Celia Lyon . . . . .	Teaching . . . . .	Norfolk, Va.
Peirce, Janet Colquhoun . . . . .	Teaching . . . . .	Nuttsville, Va.
Pierce, Frances Lester . . . . .	Teaching . . . . .	Barcroft, Va.
Poindexter, Lucy Vaughan . . . . .	Teaching . . . . .	Hickory, N. C.
Rice, Seltine Constance . . . . .	Teaching . . . . .	Heathsville, Va.
Roche, Elizabeth Sutton . . . . .	Teaching . . . . .	Newport News, Va.
Scrimger, Pearl . . . . .	Teaching . . . . .	Roanoke, Va.
Thomasson, Mary Elizabeth . . . . .	Teaching . . . . .	Lawrenceville, Va.
Towles, Annie Alberta . . . . .	Teaching . . . . .	Lancaster, Va.
Trevett, Emilie Robinson . . . . .	Teaching . . . . .	Henrico Co., Va.
Underhill, Sarah Amanda . . . . .	Teaching . . . . .	Norfolk, Va.
Warren, Iola Caroline . . . . .	Teaching . . . . .	Franklin, Va.
Warren, Maude Lynne . . . . .	Teaching . . . . .	Washington, N. C.
Wilkins, Lucy Virginia . . . . .	Teaching . . . . .	Arlington Co., Va.
Wood, Grace Margaret . . . . .	Teaching . . . . .	Arlington Co., Va.
Yates, Carolena Elizabeth . . . . .	Teaching . . . . .	Alexandria, Va.
Young, Jessie Ophelia . . . . .	Teaching . . . . .	Arlington Co., Va.

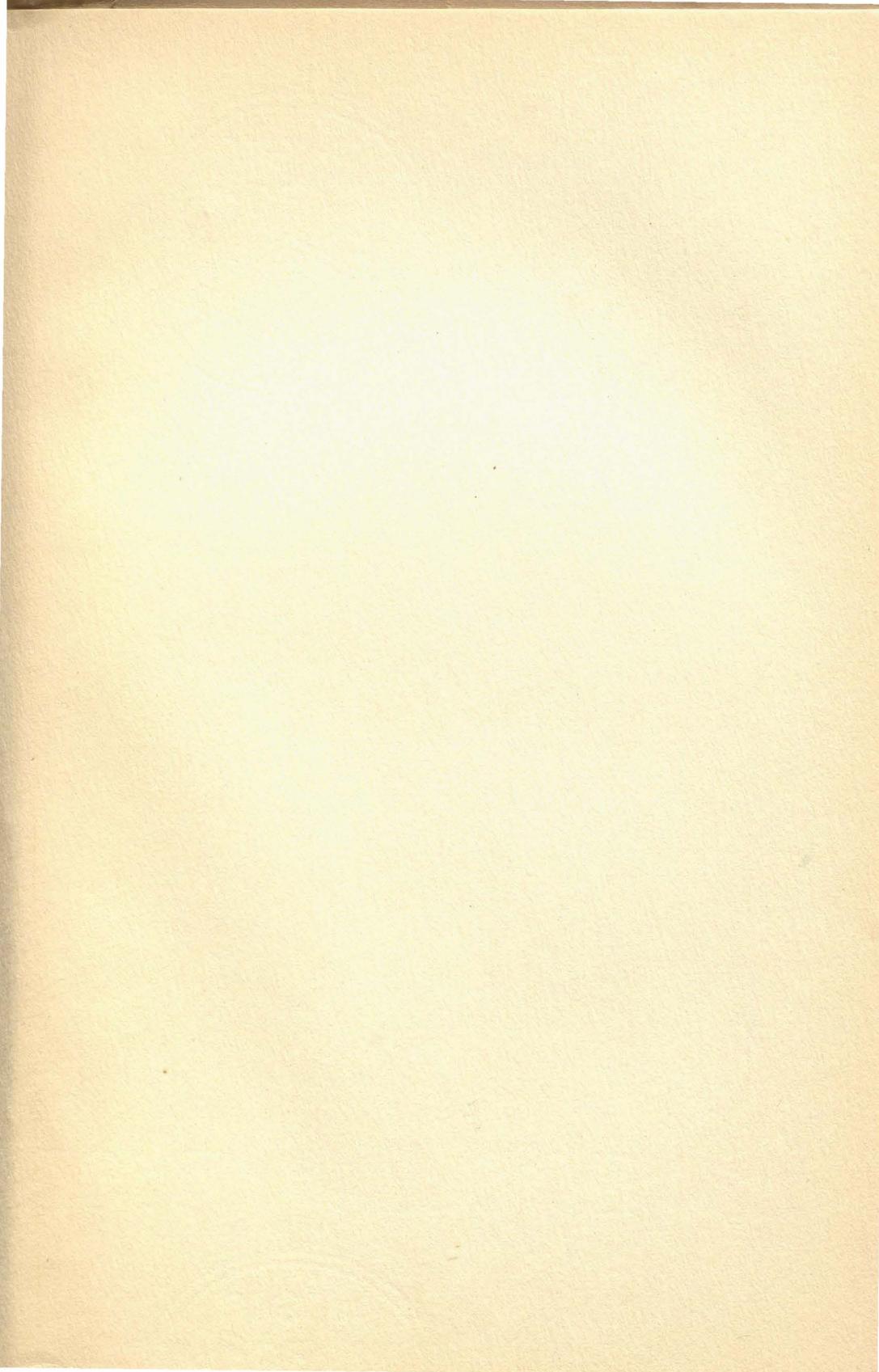
NOTE—Our graduates are requested to notify us of errors in above lists, that they may be corrected in the next catalogue.

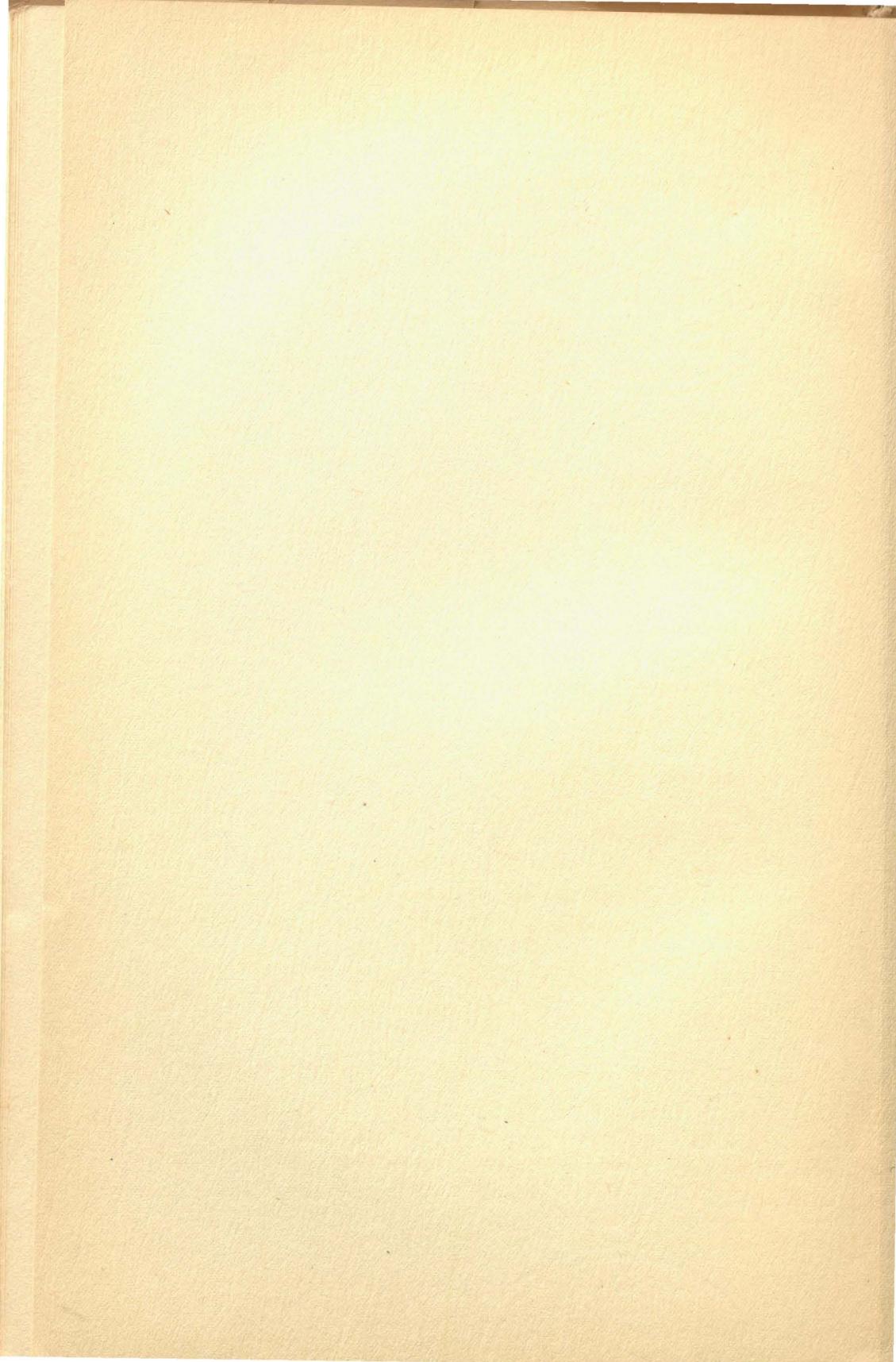












## Application for Admission

STATE NORMAL SCHOOL FOR WOMEN  
FREDERICKSBURG, VA.

Date..... 19.....

1. Name..... 2. Age.....  
3. Postoffice.....  
4. County.....  
5. Name of parent or guardian.....  
6. Name and address of Principal.....  
7. (a) What school did you last attend?.....  
    (b) Are you a graduate?..... (c) If not, number high school  
        sessions completed.....  
8. Do you hold a teacher's certificate?..... 9. Grade.....  
10. Have you taught?..... 11. How long?.....  
12. Is your health good?.....  
13. Do you wish a room reserved for you in the dormitory?.....  
14. Do you wish a State appointment entitling you to free tuition?.....  
15. If so, is it your intention to teach for two years in the public schools of  
    Virginia?.....  
    Free tuition is given a limited number of those who have taught or  
    expect to teach in the Public Schools.  
16. If a professional student, do you wish to enter Course I, II, III, IV or V?.....  
17. If a High School student, do you wish to enter 1st, 2nd, 3rd or 4th year?..

Name in full .....

If you wish a State Scholarship, have the Superintendent of Schools of your division sign the following:

I hereby recommend.....  
for appointment as a State Scholarship student.

(Signed) ..... *Superintendent of Schools.*



